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ABSTRACT

This guide has been developed in order to help secondary teachers to plan a two-level, performance-based semester course on family life. Each of the levels is organized into units based on competencies. Level 1 covers self-understanding, the family in perspective, interpersonal relations, solutions to crises, community resources, and establishing an independent family unit. Level 2 includes decision making to achieve family goals, resources to achieve goals, consumer decisions and family unity , and parenting decisions. Each level course contains an outline of its major competencies and conceptual framework, and a list of resources. For each of the 10 units of the guide, a competency, performance objectives, performance guides (which help the student work toward achievement of the performance objective), and learning experiences are included, along with suggested resources and teacher evaluation activities. (KC)

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A GUIDE FOR PLANNING PERFORMANCE-BASED FAMILY LIFE EDUCATION IN HOME ECONOMICS EDUCATION PROGRAMS

CE 030 582

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Home Economics Education
Program Planning and Development Section
Office of Vocational Education
South Carolina Department of Education

July, 1980

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RESOURCE SECTION

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continously developing curriculum.

As our society changes the family is the basic unit that functions to meet the needs of its members, in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of homemaking taught at the secondary levels are felt necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching. The commonalities of the subject matter areas are the tools used to implement the concepts of human relations and management.

We believe that comptetences fundamental to family living are:*

- establish values which give meaning to personal, family, and community living; select goals appropriate to these values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nuture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- establish long-range goals for financial security and work toward their acheivement.
- plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.
- perform the tasks of maintaining a home in such a way that they contribute effectively to furthering individual and family goals.
- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.
- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.

- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

- understand herself
- know home economics subject matter and skills
- be creative, enthusiastic, and growing professionally
- provide opportunities for optimum development of students
- base the program on the needs and concerns of the students, school, and community by pupil-teacher-parent planning
- direct students into self-governed thoughts and actions
- include evaluation as a intrinsic part and a continuous process in the total growth of the individual

* Committee on Philosophy and Objectives of Home Economics, "Home Economics New Directions", American Home Economics Association, 1959.

USE OF THE GUIDE

Family Life Education has been developed for use as a source of suggestions for planning and implementing a semester course on two levels for secondary students.

The competencies, objectives and learning experiences have been selected with basic reference to developmental tasks, needs, interests, capacities and prior learning of students. Also included in the conceptual framework, as basic course components, are the tasks which were identified in the job inventory taken by the V-TECS consortium for use in developing the Homemaker Catalog.

To facilitate the use of this guide, a unit approach has been chosen. The overall structure suggests a sequence for continuity, but units may be used in the order that the teachers' classroom needs may dictate. The intent in planning this curriculum guide has been to provide a starting point and to leave room for teacher creativity and innovation while adapting the materials to meet the needs of specific students.

The overall competencies presented are intended to identify some of the major skills and knowledge needed by students in the area of interpersonal relationships. Level I, therefore, is a prerequisite for level II, however, teachers may use units from both levels in planning a terminal Level I course as well as including additional competencies on either level.

The Guide for Planning Performance-Based Family Life Education in Home Economics, as developed, will assist the home economics teacher in designing a performance-based instructional program.

A clarification of the following terms will assist the teacher in obtimum use from performance-based curriculum materials:

Competency

A skill, either cognitive, affective, or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning--a statement of what the learner is able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives

FAMILY LIFE EDUCATION

INTRODUCTION

Home Economics has the responsibility of helping individuals learn to function effectively as family members in an increasingly complex society. People must interact and function within a web of relationships with family members, peers, employers, friends, colleagues and authorities. Those persons who understand themselves and others, establish a value system of values, and set goals, tend to develop a quality of relationships that fosters a satisfying and happy life.

Technological, cultural, social, and economic changes have affected the traditional role of the family and created new patterns of living. Families face the problems of early marriage, young parenthood, three-generation families, physical mobility, changing roles of family members, and dual responsibilities of homemakers and wage earners. It is increasingly apparent that problems of deliquency, crime, sexual deviance, alcoholism, drug abuse, and mental disease contribute to ineffective family relationships.

When there is an awareness that all is not well, a challenge to bring about improvement is fundamental. Fully functioning families are the best insurance for a fully functioning society. Since the family is the basic unit of society, instruction in this area is essential. Home economics education accepts this challenge and strives to provide realistic, comprehensive family life education.

Family life education has a unique contribution to make in the field of human relationships and the management of resources to achieve individual and family goals. This curriculum resource was developed as a tool for the teacher in helping learners to comprehend personal and family values, and interpersonal and managerial skills that contribute to responsible, informed behavior.

This curriculum, as developed, takes the approach that relationship is a personal resource and can be managed to help individuals function at a satisfactory level in the family and the community.

can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course, and helps the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must contain the following:

1. Identification of the terminal performance which the teacher attempts to produce. (Terminal performance refers to the behavior the student is to be able to demonstrate at the conclusion of a learning experience.)

2. Description of the important conditions under which the behavior is expected to occur. (Conditions refer to any and all limits or circumstances under which the student will perform.)

3. Identification of a standard, criteria, or level of acceptance. (Level of acceptance refers to how well the student must perform the task/behavior in order to be classified as having achieved mastery.)

Performance-Guides

A series of steps arranged in a sequence ordinarily followed which, when completed, may result in the performance of a task.

The guides may be viewed as enabling objectives which help the student work toward achievement of the performance objective.

Learning Experiences

A series of activities designed to assist the student master specific knowledge and skills. Because PBVE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

To further facilitate the use of the guide, two symbols have been used to denote teacher evaluation activities.

e - Designates evaluation related to a performance guide (or enabling objective). When this symbol is used after a learning experience, it is suggested that the teacher

evaluate the student's work and inform the student of his/her progress toward achievement of specific tasks.

P - Designates evaluation related to a performance objective. When this symbol appears after the learning experiences, it indicates that the student has completed activities contributing to the achievement of each performance guide and is now ready to demonstrate mastery of a major task. Successful completion of the performance objective indicates the student possesses a skill which contributes to the achievement/mastery of the competencies needed for the occupation of Homemaking.

The Guide for Performance-Based Family Life in Home Economics Programs has been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within Home Economics Education.

SEMESTER COURSE

LEVEL I

MAJOR COMPETENCIES AND CONCEPTUAL FRAMEWORK

Competency I: The student will manage his or her needs, values, and human resources as a basis for establishing and maintaining interpersonal relationships.

Unit: Managing Self-understanding as a Basis for Interpersonal Relationships.

A. Influence of needs on personality and character development

1. Basic needs

B. Essential types of self-understanding

1. Personality and character development
2. Human sexuality
3. Personal decisions and commitments
4. Adjustments to frustrations

Competency II: The student will have a funtional perspective of the family based on its historical and developmental role as a basic unit of society.

Unit: The Family in Perspective.

A. Early history and development of the family

1. Cultural implications (American and other)
2. Sociological implications
   a. Functions of the family
   b. Traditional and contemporary family structures
   c. The style of the family (roles)

B. The influence of the stage of the cycle of the family on needs and functions

1. Beginning stage
2. Developing stage
3. Maturing stage
4. Retiring stage

C. Basic tasks common to all family units

Competency III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Unit: Managing Interpersonal Relationships as a Basis for Family Living.

A. Skills in interpersonal relations

1. Value clarification
2. Communication
3. Problem solving
4. Satisfaction and successes

B. Relations in the Family

1. Relations in human development
   a. Childhood
   b. Adolescence
   c. Adulthood
2. Relations in the family
3. Extended families and relationships
4. Planning family activities
5. Counseling family members
6. Intergenerational relationships
7. Providing sex education for family members

Competency IV: The student will identify family situations and crises that require adjustments and formulate plans for managing resources to arrive at solustions.

Unit: Managing Solutions to Crises.

A. Resources to aid in withstanding crises

1. Mental resources
2. Physical health
3. Family relationships
4. Financial resources
5. Support of friends and community

B. Examining common family crises

1. Unemployment
2. Mobility
3. Divorce
4. Remarriage
5. Alcoholism
6. Mental breakdown
7. Criminal attack
8. Illness and handicaps
9. Child abuse and neglect
10. Death

Competency V: The student will be aware of the relationship between the individual, family and community in the provision of resources to meet the needs of the family.

Unit: Managing Community Resources.

A. Managing community resources to satisfy family needs

1. Responsibilities and privileges of the individual and the family

2. Community services and resources
3. Emergy conservation

Competency VI: The student will understand and appreciate the role of the decision making process in choosing a personal life style and managing one's choice.

Unit: Establishing an Independent Family Unit

A. Relations independent of the parent unit

1. Independence - dependence
2. Responsible behavior
   a. personal ethics
   b. premarital standards
   c. postponing gratification
3. Dating as a socializing experience
4. Relationships and community responsibility

B. Choosing a Life Style

C. Preparation for the choice of marriage

1. Choosing a mate
2. Engagement period
3. Kinds of marriage
4. Marriage laws and customs
5. Weddings and honeymoons
6. Adjustments in marriage
7. Parenting options

D. Single Life

E. Career Goals

UNIT

MANAGING SELF UNDERSTANDING

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and resources as a basis for establishing and maintaining interpersonal relationships.

Sub-Unit: Influence of needs on personality.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given a list of twenty needs, the learner will list ten basic human needs common to all people.	1.1 Identify the basic human needs. 1.2 Analyze the theory of the hierarchy of needs. 1.3 Distinguish between the human needs of various life cycles.
2. Given three simulated situations of culture derived needs, the learner will identify the culture from the common basic human needs.	2.1 Identify how cultural life situations affect needs.
3. After participating in experiences identifying needs, the learner will be able to distinguish between needs and wants.	3.1 Distinguish between wants and needs.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Develop concepts of basic needs. Make a collage or mobile using the concepts, Read references to identify.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 2-12.
1.2a Discuss Maslow's Theory of human needs: Physical Safety Love Esteem Self-Actualization Esthetic	Sasse. Person to person, pp. 45-59.
1.3a Interview the following age groups and make a list of their basic needs: youth young adult middle age elderly person	
2.1a Discuss how cultural differences may influence human needs.	
E Identify ten basic needs common to all people.	
3.1a Make a list of wants and needs.	Transparencies: Family life, Vocational Education Media Center, Clemson University, Clemson, SC.

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and resources as a basis for establishing and maintaining interpersonal relationships.

Sub-Unit: Influence of needs on personality.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
	3.2 Define the terms: Self concept Values Sex role identification Self protective behavior Self-acceptance
	3.3 Differentiate between a positive self-concept and a negative concept. Evaluate the effects each may have on a person.
	3.4 List practical steps toward building a positive self-concept.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3.2a Read resources to define terms.	Sasse. Person to person, pp. 29-43.
3.2b Identify the three basic aspects of self-concepts.	Supplement: I "What is Self-Concept?"
3.3a View selected filmstrip and discuss how self-concepts are formed.	
3.3b Devise a list of derogatory remarks and discuss effects on persons if the terms are used.	
3.4a Determine why it is important to one's future to work toward becoming self-accepting.	
3.4b Develop a personal plan for building a positive self-image.	

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and resources as a basic for establishing and maintaining interpersonal relationships.

Sub-Unit: Human Sexuality

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
4. The student will explore approaches to human sexuality with emphasis on normal healthy sexual expression as it relates to self-concept, sexual attitudes and behavior.	4.1 Identify the concept of sexuality.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
4.1a	Locate definitions for sex and sexuality and formulate a personal definition for sexuality.	Riker and Brisbane. Married life, p. 41.
4.1b	Work in groups to identify basic concepts of sex that are common to all persons.	Supplement: 3 "Basic Concepts of Sex."
4.1c	View transparencies and films to identify male and female reproduction systems.	Transparencies: Vocational Education Media Center, Clemson University.
4.1d	Examine references to compile a list of terms related to sexuality.	Human Sexuality Transparencies. Nos. 5 and 6. Riker and Brisbane. Married life, p. 71.
4.1e	Discuss factors that should be considered in establishing one's values related to sexuality.	Transparency: Clemson Media Center, Family life education, No. 24.
4.1f	Listen to a minister, doctor or family counselor discuss ways of managing the conflict between one's emerging school desires, the rules of society and one's personal standard.	Resource person.

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and personal resources to establish and maintain interpersonal relationships.

Sub-Unit: Personality Development

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
5. After developing a list of personality traits, the learner will classify the traits into the following categories: physical appearance intellectual accomplishments emotional adjustment social qualities	5.1 Develop concepts of personality. 5.2 Evaluate one's own personality traits and categorize according to the three mechanisms that make up personality. 5.3 Analyze the personality of individuals in various ages and culture groups.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5.1a Discuss components of personality.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 28-41.
5.1b Research theories of personality development.	Ryder. Contemporary living, pp. 18-41.
5.2a Discuss the three mechanisms that make up personality: identification introjection sublimation	Film Catalog. S. C. Department of Health and Environmental Control, Emergence of personality.
5.2b Classify personality traits into four broad areas: physical intellectual emotional social	Resource Person: Psychologist.
e	
5.3a Role play character situations of various types of personalities.	
5.3b Discuss factors which influence personality changes.	

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and personal resources to establish and maintain interpersonal relationships.

Sub-Unit: Personality and Character Development

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
6. Given a list of ten kinds of decision-making statements in which the learner is currently involved, the learner will orally or in writing describe how each decision is influenced by his/her values and character.	6.1 Identify concepts of character development. 6.2 Observe and analyze the behavior of individuals in various age groups. 6.3 Evaluate one's own character and list desirable and undesirable traits.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
6.1a Define character.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 14-25.
6.1b Develop concept of character development.	
6.2a Compare the Kohberg stages of moral development with the Havighurst/Peck stages of character development.	
6.3a Define value, attitudes, goals and ethics.	
6.3b Using the following suggested questions, analyze one's self and form guidelines for action: 1. Develop a simulated code of ethics and value systems. 2. Considering another person's feelings and preferences about a given situation.	
6.3c Role play desirable and undesirable characteristic traits.	
E React to a list of decision-making statements to project how each is affected by personal values and character.	

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and personal resources to establish and maintain interpersonal relationships.

Sub-Unit: Personality and Character Development

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
7. The learner will write an essay on his/her philosophy of life listing ten values considered most important to the learner, and rank the ten values in order of importance.	7.1 Formulate a statement of one's own philosophy of life. 7.2 Identify how values determine one's philosophy of life.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
7.1a Respond to a checklist on your behavior in hypothetical situations. Discuss possible behavior.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 116-126.
7.2a Prepare to write a philosophy of life by working through the following steps: 1. List ten values held most important. 2. Rank the ten values in the order importance.	Pamphlet: Science Research Associates, Building a philosophy of life.
7.2b Analyze why value systems are different and why they may change as one grows older and as circumstances change.	
E. Verbalize a personal philosophy of life and include ten personal values which help determine it.	

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and personal resources to establish and maintain interpersonal relationships.

Sub-Unit: Personality and Character Development

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
8. Given five simulated situations, the learner will identify types of maturity and describe how the consistence or non-consistence of the maturity development of an individual will have actual or potential effect on the behavior of specified individuals.	8.1 Identify the components of maturity. 8.2 Evaluate behavior by the criteria of maturity for various stages of life.
9. The learner will write a 200 word essay on self-esteem needs, explaining how the family and friends can help the learner to develop greater potentials.	9.1 Research ways in which family and friends can contribute to establishing an individual's self worth. 9.2 Investigate ways in which self-esteem may be enhanced.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
8.1a	Define and discuss types of maturity.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 42-51.
	e	
8.1b	Read selected references and identify types of maturity.	
8.2a	Role play emotional and social maturity situations.	
8.2b	Collect cartoons from newspapers and magazines for a bulletin board or transparencies which illustrate examples of mature behavior.	Newspaper and Magazines.
8.2c	Watch television programs which show examples of generations of maturity.	
9.1a	Define esteem, self-esteem, and how it is established.	Ryder, Contemporary living, p. 20.
9.2a	Describe ways in which the family and friends can aid one in developing self-esteem.	Westlake. Relationships, a study of human behavior, Revised Edition, p. 5.
E	Write a 200 word essay indicating how one can develop greater potentials with the aid of family and friends.	

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and personal resources to establish and maintain interpersonal relationships.

Sub-Unit: Personal Decisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
10. Given three simulated situations, the learner will set guidelines and analyze his/her skills in making decisions.	10.1 Formulate generalizations regarding the decision-making process and sharply defined values and goals. 10.2 Identify skills which aid in decision-making process.
11. Provided with experiences relative to selected social concerns the student will specify a range of alternative behavior and consequences for each concern.	11.1 Identify problem areas of decision-making for independent individual. Drugs Smoking Alcohol

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
10.1a	Use role playing to contrast individuals having sharply defined values and goals with those having poorly defined values and goals.	Ryder. Contemporary living, pp. 80-98.
10.1b	Describe the characteristics of decision-making.	Westlake. Relationships, a study of human behavior, Revised Edition, p. 122.
10.2a	Summarize how your present values and goals influence decision-making as related to your future plans and stating specifically what influenced your decision.	Craig. Thresholds to adult living, Teacher Resource Guide, pp. 23-29.
10.2b	Empathize with another's decision because of his values and goals through class members' own stories or case studies.	
11.1a	Define drugs. Identify kinds of drugs: Nicatine Alcohol Depressants Stimulants Narcotics Hallucinogens Identify dangers of the use of each.	
11.1b	Discuss "Why People Use Drugs."	
11.1c	Select one of the abused drugs identified in the newspaper and research its uses, abuses, and laws relating to it in the state. Report to the class.	
11.1d	Discuss how the decision making process can be used in making choices about sex, drugs, smoking.	

e

UNIT: Managing Self-Understanding

COMPETENCY: I: The student will manage his or her needs, values, and personal resources to establish and maintain interpersonal relationships.

Sub-Unit: Personal Decisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
12. After researching resource material and discussions, the learner will write a plan to meet his/her educational goals.	12.1 Describe how personal decisions and values are interrelated in making educational choices.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
12.1a Identify short and long term educational goals.	Ryder. Contemporary Living, pp. 50-52, 190-191.
12.1b Develop basic steps in reaching goals for graduating from high school, technical college or college.	Resource Person: Guidance Counselor
12.1c Listen to a guidance counselor speak on educational goals and responsibilities.	College Bulletins.
12.1d Make a list of personal educational goals and set guidelines for accomplishing goals.	

What is Self-Concept?

Self-Concept is what you think about the unique self you have.

The three basic aspects of self-concept are:

- How you see yourself.
- How others see you.
- How you respond to others' judgments.

Positive self-concept - an opinion of one's self formed by focusing on strengths.

Negative self-concept - an opinion of one's self formed by focusing on weaknesses.

Self-acceptance - the ability to like yourself as you are.

Characteristics of a *Self-Accepting Individual:

- Believe strongly in certain values and principles.
- Willingness to defend beliefs against opposition.
- Willingness to change when shown to be in error by evidence.
- Feel equal to others as people.
- Be able to receive praise and compliments without feeling guilty or falsely modest.

Suggested Guidelines for Building a Positive Self-Concept

- Be able to recognize your talents and abilities.
- Be able to recognize and accept your limitations.
- Focus on your strong points.
- Develop confidence and poise.
- Set realistic goals for yourself.
- Congratulate yourself on your successes, instead of blaming yourself for your failures.
- Use mistakes as learning strategies.
- Concentrate on doing for others as well as yourself.
- Learn to accept and evaluate criticism. It can be used to bring about changes.

PERSONALITY TRAITS

Write the letter of the Basic Need in the blank after the personality trait which is a behavior exhibited in meeting that need.

1._____Calm
2._____Cautious
3._____Cheerful
4._____Cooperation
5._____Friendly
6._____Funny
7._____Generous
8._____Gently
9._____Good Natured
10._____Loyal
11._____Mature
12._____Outgoing
13._____Aggressive
14._____Critical
15._____Argumentative
16._____Fickle
17._____Lazy
18._____Mean
19._____Meek
20._____Quitter
21._____Shy
22._____Suspicious
23._____Tough
24._____Unhappy
25._____Withdrawn

BASIC NEEDS

a. aesthetic
b. cognitive
c. self-actualization
d. esteem
e. love
f. safety
g. physical

Basic Concepts of Sex

- Sexual drives exist in all people. (a basic human need).
- Sexual development is continuous.
- Sexual drives are powerful forces in both male and female.
- Genetic differences influence sexual drives.
- The sex drive is subject to intellectual control and reasonable management.
- Sexual expression is part of the total human personality.

UNIT

The Family In Perspective

UNIT: The Family In Perspective

COMPETENCY: II: The student will have a functional perspective of the family based on its historical and developmental role as a basic unit of society.

Sub-Unit: History and Development of the Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Provided dictionaries, encyclopedias and reference books, the student will write and explain: a. a definition for the family b. types of family units in American cultures c. the family unit in other cultures.	1.1 Define the family. 1.2 Compare family customs of various cultures.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Research references and formulate a definition of a family.	
1.2a Listen to a presentation by an exchange student, refugee or resident from other cultures and cite similarities or differences.	Residents from other cultures.
1.2b Form groups or individually research the following: Primitive families Roman Fendal Pioneer Indian Old Testament Japanese Chinese	
1.2c Share research findings and compare two cultures.	
1.2d Contrast family life in different periods of American life as: 1600's 1700's 1800's 1920's 1960's 1970's	
1.2e Use a "Family History" handout to classify characteristics of modern American family units, past American family units or some other part of the world.	Landis. Your marriage and family living, p. 391. Supplement: I. "Family History."

e

UNIT: The Family In Perspective

COMPETENCY: II: The student will have a functional perspective of the family based on its historical and developmental role as a basic unit of society.

Sub-Unit: Family Structures

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given current statistics related to types of American families and a research assignment, the student will be able to explain: a. the trends in numbers of Americans living in various structures of family units b. the trends in problems facing American families, such as divorce, illegitimacy, income levels and housing accomodations.	1.1 Explore types of American families.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Research references to identify patterns in the structure of the family today including: 1. Multiple family units with and without children 2. Single member family units 3. Inter-generational units.	
1.1b Work in small groups to identify the characteristics of each structure including similarities and differencies.	Supplement: 3.
1.1c View filmstrips and read references to identify reasons for various types of family structure.	Resources. Parents' Magazine, Films, Inc., Marriage: What it is all about. Four Filmstrips.
1.1d Write a paper explaining ways in which structures of family units affect the function of the unit in achieving basic tasks.	

UNIT: The Family In Perspective

COMPETENCY: II: The student will have a functional perspective of the family based on its historical and developmental role as a basic unit of society.

Sub-Unit: Functions of the Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given three simulated situations, the learner will identify factors which affect the functions of specific families and explain the effect of each function on the way in which each family functions.	1.1 Identify major functions of the family. 1.2 Analyze and tell how each family function relates to family members.
2. Given research on typical male and female roles, the learner will select roles that are now interchangeable and extends beyond stereotyping.	2.1 Identify different types of family roles. 2.2 Write descriptions of roles that are neither male nor female. 2.3 Analyze roles as it relates to power, expressiveness, instrumental, and companionship.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
1.1a	View television family type programs and discuss the family functions.	Sasse. Person to person, pp. 212-219.
1.1b	Brain storm to list all of the tasks that families perform.	
1.1c	Categorize the tasks into 8 areas of basic tasks common to all family units. This classification will be furnished.	Supplement: 2. Basic Common Family Tasks.
1.2a	Give examples of how the different types of family functions provide for each member of the family.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 225-228.
	e	
1.2b	Compare simulated situations to your own family functions and orally or in writing make a comparison of the differencies.	
2.1a	Define role, stereotyping, responsibility.	Ryder. Contemporary living, pp. 136-137.
2.2a	Name and discuss sources of role contradictions.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 248-260.
2.3a	Develop concepts on the class' feelings about changing roles of men and women.	
	e	

UNIT: The Family in Perspective

COMPETENCY: II: The student will have a functional perspective of the family based on its historical and developmental role as a basic unit of society.

Sub-Unit: Family Styles

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
3. Given the factors which comprises the family style, the learner will be able to write a composition showing that he can identify his/her immediate family style.	3.1 Define style theme, tempo, and boundaries and associate the terms to a family's activity.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3.1a Read selected references and identify family styles.	Sasse. Person to person, pp. 219-223.
3.1b Role play a situation to depict each concept of the family style.	
3.1c Make a list of words that describes the family style as it relates to family themes, tempos, rhythms, and family boundaries.	
E Write a composition identifying your immediate family's life style.	

UNIT: The Family in Perspective

COMPETENCY: II: The student will have a functional perspective of the family based on its historical and developmental role as a basic unit of society.

Sub-Unit: Stages In the Cycle of the Family Unit

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. After appropriate experiences, the student will be able to identify four stages of the family life cycle with 100% accuracy and predict changes in the needs and functions of each function.	1.1 Identify the four stages in the family life cycle. 1.2 Predict the characteristics which distinguish each of the four steps.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Locate from references the four stages in the family life cycle: a. the beginning stage b. the developing stage c. the maturing stage d. the retiring stage.	
1.2a Identify what actually takes place in each of the four stages.	
1.2b Recall TV shows and select the stage of the cycle the family represented in each show.	TV Shows: The Brady Bunch Happy Days Laverne and Shirley The Jeffersons Me and Maxx Different Strokes
1.2c Form a panel representing each stage in the cycle of the family. Interview panel members to gather information as to how the cycle affects needs, personalities and activities of individual members.	
1.2d Write three generalizations which shows your understanding of the stages in the family cycle on the available human resources.	

e

Family History

In the blank before the number write:

"a" if the trait characterizes love, marriage and modern American family units.

"b" if the trait characterizes American marriage and family of the past.

"c" if the trait characterizes some other part of the world.

___ 1. Parents choose mates.

___ 2. Polygamy.

___ 3. Romance is the basis for choosing mate.

___ 4. Mobility scatters family members.

___ 5. Formal education for parenthood.

___ 6. Dissimilar culture backgrounds of those mating likely to be characteristic.

___ 7. Child an economic asset in the home.

___ 8. Mental conflict over choice between marriage or career on part of girl.

___ 9. Influences outside the family influence the child at an early age.

___ 10. Compatibility of mates stressed.

___ 11. Family provision for the aged.

___ 12. Nuclear in structure.

___ 13. Unchaperoned association of teenagers.

___ 14. Much economic bargaining in matchmaking.

Basic Family Tasks

- Provision for physical care and development
- Provision for cognitive development
- Provision for emotional development
- Socialization of family members and maintenance of order
- Placement and involvement of members in larger society
- Allocation of resources
- Division of labor
- Reproduction, recruitment, and release of family members

Family Unit Structures

1. Single Member Family Unit

   The unit may be composed of a single individual --male or female-- living alone and fulfilling the basic tasks of family living.

   Ex. a. Never married
   b. Formerly married without children

2. Multiple - Member Without Children

   Types:
   a. Married male and female without children
   b. Unmarried male and female without children
   c. Two individuals of same sex without children
   d. Three or more individuals of the same sex or combinations of both male and female without children
   e. Intergenerational individuals of both male and female, married or unmarried without children

3. Multiple - Member Family With Children

   a. Married male and female with children

   b. Unmarried male and female with children

   c. Never married parent with children

   d. Formerly married parent with child

   e. Married male and female with children of other spouses

   f. Intergenerational individuals of both male and female, married or unmarried with children.

   g. Two individuals of the same sex with children

Unit: **The Family in Perspective** Supplement: 4

Is It Appropriate . . .?

. . for a man to stay at home as a house-husband and for the wife to be the main wage earner?

. . for a female to open doors for her male companion?

. . for males to knit or crochet for gift giving?

. . for a female student to work toward becoming a heart specialist or a United States Senator?

. . for a male to marry but not want children?

. . for male children to play with dolls?

. . for females to be on the school golf or tennis team?

. . for females to play basketball with males?

. . for teenage males to babysit?

. . to ask a male why a good looking man like himself isn't married?

. . for males to cry?

. . for males to enjoy sewing?

. . for females to like woodworking?

. . to ask a male what he plans to do until he gets married?

UNIT

Managing Interpersonal Relationships

As A

Basis For Family Living

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Skills in Interpersonal Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. The student will apply interpersonal relationship skills to family and community situations after having studied techniques in using skills.	1.1 Identify skills of maintaining relationships. 1.2 Identify problem solving techniques.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Identify interpersonal relationship skills: Value clarification Communication Problem-solving techniques	Ryder. Contemporary living, p. 80.
1.1b Review value clarification process.	
1.1c Discuss the advantage of having definite skills which will aid in building and maintaining relationships.	
1.2a Define problem.	
1.2b Trace the consequences of any one decision you have made in the last three months.	
1.2c Evaluate problem solving as a skill.	
1.2d Given the five steps in problem solving, interpret each step. a. Recognize if a problem exists b. Face the problem c. Determine the course d. Decide on a course of action e. Carry out the selected plan.	Ryder. Contemporary living, pp. 80-82.
1.2e Select three problems a teenager may have with the family and carry through the problem-solving procedure.	
e	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Skills in Interpersonal Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
2. After interviews, researching articles, and class discussions, the learner will formulate ten guidelines in which he/she can use to achieve satisfaction and success.	2.1 Identify factors which influence one's success or failure as a student; as a parent; in a marriage.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
2.1a	Interview three people in the neighborhood who are considered to be successful. Report findings to the class.	Neighborhood Personnel.
2.1b	Discuss how satisfaction and successfulness interrelate. Why?	
2.1c	Read articles on your idol and tell if you think he/she is successful. Why?	Magazines and Newspapers.
E	Formulate guidelines for achieving satisfaction and success.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Skills in Interpersonal Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
3. The student will identify the five levels of communication and demonstrate the use of each in communicating with family and friends.	3.1 Examine the concept of communication. 3.2 Recognize and use skills that will improve communication.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3.1a Define communication.	
3.1b Distinguish between verbal and non-verbal communication.	Riker and Riker. Me: Understanding myself and others, p. 18.
3.1c Read references and work in groups to list and explain the levels of verbal communication: Level five: Cliche conversation Level four: Reporting the facts Level three: Telling your ideas Level two: Sharing your feelings Level one: Peak communication.	Sasse. Person to person, pp. 136-161.
e	
3.2a Explain how communication skills lead to better relationships with others.	
3.2b Examine each of the ways people communicate: Sending "I" messages Listening Feedback Body language Use of space Posture and grooming.	
3.2c Theorize situations and demonstrate effective communication for the following: Parents - teenager Teenage brothers and sisters Father - teen daughter	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Relations In The Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
4. Given examples and references of parent-child and sibling relationships, the learner will write or orally discuss the importance of good family relationships and how it influences his ability to cope with outside situations.	4.1 Identify the importance of good family relationships. 4.2 Recognize that relationships within the family are often based on needs, age differences, life styles, and expectations. 4.3 Analyze the responsibility of each family member toward developing family relationship skills during conflicts or crises. 4.4 Analyze the effects of family values or relations.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4.1a Describe what are good family relationships.	Sasse. Person to person, pp. 224-230.
4.1b Choose a novel or view a TV program; report on the evidence of family relationships.	Novel or TV program of choice.
4.2a Read articles, cartoons and references on parent-child and sibling relationships. Compare the findings to similar ones in the novel, TV program, and in your family.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 133-135, 139-140, 141-147.
4.2b Identify relationship needs in: a. Childhood b. Adolescence c. Stages of adulthood.	Ryder. Contemporary living, pp. 326-329.
4.3a Role play conflicts within the family. Interchange roles. Use good and poor communication skills. Evaluate each participant.	Riker and Riker. Me: Understanding myself and others, p. 18.
4.3b Describe at least two ways parents can attend to their own needs, and tell how this might affect their relationship with their children.	
4.3c Identify the factor considered most important to a child's well-being: a. in a two-parent family b. in a single parent family.	
e	
4.4a Describe at least two ways values are passed from parents to children.	
4.4b Make a list of theoretical family values and show how each affects relationship.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Relations In The Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
5. Orally or in writing the learner will describe in 200 words his/her beliefs of the importance of extended family relationships and its contribution toward his/her experiences and development.	5.1 Identify members of the extended family and their roles in the family. 5.2 Describe methods used by the family to continue family cultures and customs.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5.1a Define the term extended family members. List the composition of the family.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 153-154.
5.1b Identify general trends of the extended family functions and compare to the past.	Ryder. Contemporary living, pp. 42-44.
5.1c Use cartoons, articles and transparencies to depict ways the extended family members participate in family activities.	
5.2a Research ways of forming a family tree.	
5.2b Research the class for family traditions and customs.	
5.2c Plan a family reunion.	
E Write a paper describing the importance of extended relations and how they contribute to personal experiences and development.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Intergenerational Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
6. Provided with learning experiences, the student will recognize characteristics of the aging process, analyze special problems of middle aged and elderly and formulate guidelines for demonstrating that he or she views the senior citizen as a worthwhile, self-sustaining person.	6.1 Describe concept of old age including the terms senility, gerontology and senior citizen. 6.2 Identify the aging process and relate to the fears of aging, uselessness, illness, and lonliness. Distinguish between myths and reality. 6.3 Write a paper depicting oneself at age 75.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
6.1a Develop concepts of the elderly.	Ryder. Contemporary living, pp. 320-326.
6.1b Discuss what are common beliefs of aging.	
6.2a Role play depicting aging individuals. Illustrate both positive and negative aspects of aging.	
6.2b Develop a list of physical changes of aging.	
6.2c Simulate conditions of aging and maintain during most of class period.	Supplement: Aging Simulation Experience.
6.2d Make a plan of two things for each of the simulated change individuals can do to assist the aging person adjust to physical changes in life.	
6.2e Participate in a value clarification exercise to assess feelings toward aging individuals. Write ten generalizations as a result.	
6.3a Interview persons of 65 years, or older, using the following factors to collect information: View on politics, religion, health, retirement, finance, living arrangements, death, and transportation.	
E Develop a set of guidelines for relating to older people that will show they are accepted as worthwhile, self-sustaining persons.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Intergenerational Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
7. Given reports and facts on instances of the abuse and exploitation of the elderly, the learner will write a composition of 200 to 250 words in his/her opinion of the atrocity practiced on some of the elderly.	7.1 State orally opinions on the causes of abuse of the elderly.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
7.1a Research newspapers and magazines and cite instances of parent abuse or abuse of the elderly. 7.1b List ways that the elderly are exploited and abused. Include reasons for the abuse. e 7.1c Debate pros and cons of the issue, "Why elderly are abused." "What can be done to prevent abuse?"	Newspapers and Magazines.

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Intergenerational Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
8. Provided a list of needs of older persons, the learner will categorize the psychological, social, and physical needs of older persons so as to recognize characteristics of aging and develop an attitude that enables him or her to view the senior citizen as a worthwhile self-sustaining person.	8.1 Develop a plan for spending time with an elderly relative or neighbor.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
8.1a Invite representatives from the Council on the Aging, a nursing home, and DSS to speak on the psychological, social, and physical needs of the elderly. Invite a person with an elderly parent to speak to the class.	Resource Persons: Council on the Aging Department of Social Services Owner or Operator of Nursing Home Representative from a family with an elderly member
8.1b Sponsor a FHA activity at a nursing home.	
8.1c FHA members adopt an elderly person and do one or all of the following suggestive activities: 1. Visit the elderly person 2. Read for or play a game with an elderly person 3. Do errands 4. Invite them to an activity.	
E Evaluate the psychological, social and physical needs of older persons. Project ways by which each need can be met.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Planning Family Activities

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
9. The learner will make plans for and carry out an activity for a holiday or special occasion which involves the entire family; verbal or in writing, the learner will report the success or failure of the activity.	9.1 Compile a list of activities that includes the entire family.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
9.1a Have student conduct a recreational activity survey to find ways in which the family members spend their leisure time.	Ryder. Contemporary living, p. 138. V-TECS - Homemaker Modules, Human development.
9.2b Discuss activities that cost and those that do not cost family members.	
9.2c Research recreational activities which are available in the community and set up a file.	Sasse. Person to person, pp. 215-216. Clemson Transparencies Family life education Family recreation
9.1d Prepare a bulletin board of suggested family recreations.	Audio Active, Inc. Family recreation.
e	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Relations in the Family - Counseling

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
10. Given five hypothetical situations and six agencies that are available for family counseling, the learner will choose the proper agency for counseling or aid in each situation.	10.1 Analyze problems in relationship in families that might require counseling to resolve.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
10.1a Discuss counseling as a tool for personal and family problems.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 317-320.
10.1b Identify problems that can be solved within the family and those which require outside help.	
10.1c Research sources available for family counseling: marriage counselor non-profit agencies private therapist minister family therapy encounter groups older family members other family members Identify kinds of problems handled by each.	Resource Persons: Representative from Department of Mental Health Representative from Department of Social Services Local Minister Local Encounter Group Family Court Judge or Representative.
e	
10.1d Research counseling concerns within the class. Invite resource persons in the area of most concerns as given by the class.	V-TECS. Homemaker Catalog, Human development, Module: Counseling family members.
10.1e Role play a counseling session in the home by a family member.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: III: The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

Sub-Unit: Relations In The Family - Planning Activities

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
11. Given a list of twenty special interests and concerns of family members, the learner will select reading materials suitable for each of the interests and concerns.	11.1 Identify special interest, needs, and hobbies of family members.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
11.1a	Visit the library or media center in local school and ask the librarian to familiarize you with the use of the library and books suitable for various age groups.	School and Public Library. Librarian.
11.1b	Visit the public library and secure card for each family member.	
11.1c	Survey family members concerning hobbies, interests and skills; use the information to help determine selection for family books and magazines.	
11.1d	View magazines at the library and select ones suitable for your family.	
11.1e	Participate in a magazine and book exchange with a relative or friend.	
11.1f	Identify a family in a chosen stage of the life cycle and compile a list of books, magazines and newspapers that would be appropriate for the family's interest and concerns.	
E	On an identified list of 20 concerns suggest reading materials suitable for each.	

UNIT: **Managing Interpersonal Relationships**

COMPETENCY: III: **The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.**

Sub-Unit: Providing Sex Education For Family Members

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
12. Given sex education simulated situations, the learner will orally or in writing, express personal ethics and moral codes to the given situations.	12.1 Identify sex education concepts that should be clarified by the parents and age level for beginning phases of sex education in the home.
	12.2 Analyze personal ethical standards concerning decisions about sexual behavior in society.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
12.1a Define and discuss the following terms and phrases: sex sexual attractions sexual image sexual behavior ethics ethical code moral sense of self sex education premarital sex	Sasse. Person to person, pp. 101-106. Westlake. Relationships, a study of human behavior, Revised Edition, pp. 139, 200-208.
12.1b Debate the pros and cons of: 1. Society's moral codes with regards to sex. 2. Sexual morality is a source of conflict between parents and adolescents.	V-TECS. Homemaker Catalog. Human Development Section, Providing sex education for family members.
12.1c Role play family situations where the parent answers the child's questions about sex, and ways of teaching sex education in the home.	
12.2a Discuss the acceptance of traditional sex code or the developing of a code of one's choice.	

Aging Simulation Experience

Supplies: Tape, string, rulers, plastic wrap, large gloves or mittens, plastic gag, cotton crutches, nose plugs, bandages.

Directions: Give each student a simulated characteristic depicting a changing physical condition of an aging person. The student should maintain the simulated condition for most of the class period.

1. Plastic wrap over glasses to distort vision.
2. Gloves or mittens for lack of dexterity.
3. Plastic bags over hands to limit dexterity.
4. Rulers attached as splints to simulate arthritic limb.
5. Cotton in nose to show effect of loss of smell or taste.
6. C[illegible]ers for loss of hearing.
7. [illegible]limit mobility.
8. Nose p[illegible]gs to show effect of loss of smell or taste.
9. Bandage around head and jaws to simulate difficulty in chewing.

Unit: Managing Interpersonal Relationships
Value Clarification on Aging

Supplement 2

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accepting help from others is degrading	___	___	___	___
2. Government assistance means you can't do it for yourself.	___	___	___	___
3. It's boring to be around old people.	___	___	___	___
4. Age means giving graciously.	___	___	___	___
5. The way to show love is to provide elaborate and expensive material.	___	___	___	___
6. Old age is beautiful.	___	___	___	___
7. Old age means gray hair.	___	___	___	___
8. Old age means wrinkled skin.	___	___	___	___
9. Aging is ugly.	___	___	___	___
10. Retirement age is the least happy.	___	___	___	___
11. Old people can't learn new things.	___	___	___	___
12. People wear out and die of old age.	___	___	___	___
13. The elderly are no longer interested in or able to have sex.	___	___	___	___
14. Most people are unhappy as they grow older.	___	___	___	___
15. Old people aren't interested in young people.	___	___	___	___
16. Exercise causes heart attacks in people over 50.	___	___	___	___
17. Most families want to forget about their elderly relatives; so they put them into homes or hospitals.	___	___	___	___
18. Older people feel inferior and incompetent.	___	___	___	___
19. Oldsters are uninterested in politics and the few who are interested are very conservative.	___	___	___	___
20. It's boring to be around old people.	___	___	___	___

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Unit: Managing Interpersonal Relationships

Family Recreation

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Unit: Managing Interpersonal Relationships

Special Consideration Gives Feeling of Security and Love

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Unit: Managing Interpersonal Relationships

Include Young Members

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Transparency No. 13

Unit: Managing Interpersonal Relationships

Maintain Communications through Sharing Common Interests

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Concept: Family Living. Use with Family Life Education Curriculum Guide

Transparency No. 14

Unit: Managing Interpersonal Relationships

Failure to Meet Partner's Preconceived Ideas

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Concept: Preparation for the Future. Use with Family Life Education Curriculum Guide, pp. 80-83.

Transparency No. 15

UNIT

Managing Solutions To Crises

UNIT: Managing Solutions To Crises

COMPETENCY: IV: The student will identify family situations th[illegible]equire adjustments and formulate plans for managing resources to arrive at solutions.

Sub-Unit: Managing Resources To Resolve Crises

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Having examined the consequences of various crises, the student will be able to determine possible alternatives for reacting in fifteen of twenty situations.	1.1 List specific instances which may be regarded as family crises.
	1.2 Identify the resources a family has available in withstanding crises.
	1.3 Categorize the major types of crises.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Identify external and internal crises that affect families.	Sasse. Person to person, pp. 230-235.
1.1b Discuss what factors will determine the severity of a crisis as: hardship, family coping skills, available resources and family attitudes.	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 53-62, 300-313.
1.1c Defend why what may be a crisis in one family may not be in another family.	Landis. Your marriage and family living, Third Edition, pp. 443-462.
1.2a List the resources a family has available in withstanding crisis: a. Mental resources b. Physical health c. Family relationships d. Financial resources e. Support of friends and community.	Craig. Thresholds to adult living, Second Edition, pp. 239-245.
1.3a Discuss major types of crises. Loss of family member Addition of a member Loss of status and disgrace A combination of loss or addition of a member and status.	Readers Digest. Divorce by mistake, Louise Montague, March 1980, pp. 187-192. McCalls. What happened to baby? Joseph Ball, January 1980.
1.3b Work in groups to examine common crises, determining the frequency of different types and how they affect different families. Present findings to class. Examples: 1. Death 2. Separation 3. Senility 4. Disability 5. Divorce 6. Drastic change in income 7. Unexpected pregnancy 8. Illness 9. Unemployment 10. Birth defects 11. Sexual infidelity	Supplement: I

UNIT: Managing Solutions To Crises

COMPETENCY: IV: The student will identify family situations that require adjustments and formulate plans for managing resources to arrive at solutions.

Sub-Unit: Managing Resources To Resolve Crises

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
12. Natural disaster 13. Alcohol or drug abuse 14. Remarriage 15. Criminal attack 16. Mobility 17. Other 18. 19. 20. e	

CRISES IN THE FAMILY

Dealing With Crisis

Read the two lists of crises below. Then number each list, beginning with the most devastating crisis and ending with the least devastating crisis. Answer the questions that follow. Discuss methods of meeting various crises in class.

CRISES OF YOUNG ADULTS

___ Selecting a career for life.
___ Severe illness of a family member.
___ Breakup with a loved one.
___ Divorce of parents.
___ Death of a friend.
___ Moving to an unfamiliar area.
___ Mental breakdown of a family member.
___ Criminal attack (type:_____)
___ Illegitimate pregnancy.
___ Death of a parent.
___ Handicapped family member.
___ Remarriage of parents.
___ Choosing a college or training program.
___ Family member addicted to alcohol or drugs.
___ Other:_____

CRISES OF MARRIAGES

___ Divorce.
___ Unemployment.
___ Child abuse and neglect.
___ Handicapped family member.
___ Death of a mate.
___ Death of a child.
___ Severe illness of a family member.
___ Infidelity of mate.
___ Family member addicted to alcohol or drugs.
___ Moving to an unfamiliar area.
___ Death of a parent.
___ Criminal attack (type:_____)
___ Remarriage.
___ Mental breakdown of a family member.
___ Other:_____

From your list, choose two of the five most devastating crises for young adults. Explain how you would handle those two crises.

Crisis A:_____

_____

Crisis B:_____

_____

From your list, choose two of the five most devastating crises for marriages. Explain how you would handle those two crises.

Crisis A:_____

_____

Crisis B:_____

_____

UNIT

Managing Community Resources

UNIT: Managing Community Resources

COMPETENCY: V: The student will be aware of the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

Sub-Unit: Responsibilities and Privileges

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given simulated situations, the learner will describe the responsibilities and privileges of the individual or family in the community and analyze the relationship between those responsibilities and privileges.	1.1 Describe responsibilities and privileges of the individual in the community.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Read selected reference and answer the following questions for class discussion: 1. What is the meaning of responsibility? 2. What responsibility does each member of a family have for the home and for the community? 3. How can each family member be encouraged to develop new interests? 4. What is the meaning of privilege? 5. What are privileges enjoyed by the individual in the community? 6. What is the relationship between responsibility and privilege? 7. How does the use of privileges affect adult status? How does it affect responsibility?	Ryder. Contemporary living, pp. 54-55. Sasse. Person to person, pp. 12-22. Cross. Enjoying family living, pp. 3, 33-34.
1.1b List ways individuals can assume community responsibilities and show appreciation for privileges gained by assuming responsibilities.	

UNIT: Managing Community Resources

COMPETENCY: V: The student will be aware of the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

Sub-Unit: Community Resources

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
2. After researching sources of community resources and support systems, the learner will identify six out of eight of the resources and support systems available and explain how each helps the family.	2.1 Identify community resources and support systems available to the individual and family. health services educational facilities cultural and recreational fire and police protection church neighbors family members relatives mental services

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2.1a Read selected references and answer the following questions for class discussion: 1. What is the definition of community? 2. What are various types of communities? 3. How can a community contribute to the life of the family? 4. What effect does a participating citizen have upon the community? 5. What is the importance of family involvement in the community? 6. How active should an individual be who is a member of an organization? On what basic does the individual make such decisions? 7. Why do some people feel they have no part in the community decisions?	Fullerton. Survival in marriage, pp. 11, 31, 32, 34, 42. Paolucci. Personal perspective, pp. 316-319. Ryder. Contemporary living, pp. 300-318. Chamber of Commerce.
2.1b Make a list of community resources and support systems. e 2.1c Identify services or support systems and resources which make use of volunteer workers.	Resource Persons: Health Department Department of Social Services Red Cross Mental Health Department March of Dimes.
2.1d Assemble clippings and articles from local newspaper to identify current problems in local community. Discuss possible solutions involving community resources.	Newspapers.
2.1e Take a survey of class to determine the services that friends, relatives and neighbors perform to aid family members.	
2.1f Make a list of services friends, relatives and neighbors may not perform but could perform to aid family members.	

UNIT: Managing Community Resources

COMPETENCY: V: The student will be aware of the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

Sub-Unit: Energy Conservation

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
3. In a written directed essay, the learner will identify ways and explain the benefits of conserving environmental resources.	3.1 List and explain ways of conserving natural resources.
	3.2 Describe individual and group actions that help in the conservation of resources.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3.1a Define conservation and natural resources.	McGinley. People, caring, growing and deciding, pp. 281-282.
3.1b Read selected references and answer the following questions for class discussion: 1. At one time when energy problems are a reality, what actual changes should be made in personal living? 2. What so called inconveniences must people build into their lives?	Paolucci. et al. Personal perspectives, pp. 5, 33, 77, 274. Pamphlets: League of Women Voters, Energy dilemmas, energy option. An Educator's Guide to the Three E's: Energy, ecology, economics, Sears, Roebuck.
3.1c Research ways to conserve energy in the home.	
3.1d Discuss the possible shortage of natural resources and its affect on the family.	
3.2a Develop a campaign for conservation of environmental resources. Emphasize the benefits of the conservation of resources.	Resource Persons: Local or State Extension Services Local and State Government Agencies Local, State and National Citizens Organization.
3.2b Write an essay on the subject, "Ways by Which My Family and I can Conserve Resources."	
e	

UNIT

Establishing An Independent Family Unit

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision making process in choosing a personal life style and managing one's choice.

Sub-Unit: Choosing a Life Style

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. After examining aspects of relationship with adults outside of the family unit, the student will write guidelines for achieving a balance between dependence and independence with the parent-family units.	1.1 Compare a list of personal goals and ambitions with a list of parent's goals and ambitions.
2. Given reading assignments and other learning activities relating to decisions in regards to independent life standards, the student will explain in writing the responsibility he/she has for his/her own behavior.	2.1 Identify the aspects of maturity an individual is responsible for in developing behavior patterns.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Prepare a list of personal goals and ambitions. Turn in to teacher. Interview your parents and ask them to list their goals and ambitions for the student. (Do not read). Compare and explain the differences in the two lists.	
1.1b Listen to a panel of teenagers and parents discuss problems facing teenagers, including differences in what the two groups rate as important social concerns.	
E Write three generalizations on ways to resolve problems as teenagers move toward independence from their base family unit.	
2.1a List the types of behavior that an individual must accept responsibility for: Ex. choosing a life style choosing a date choosing a mate choosing a life style [illegible] morals to live by obeying or disobeying laws	
2.1b Carry out a reading assignment and listen to a panel composed of a minister and a physician on the advantages of establishing personal standards.	
2.1c Given the statement, "Accepting willingly the responsibility for one's own behavior is a sign of maturity," explain the meaning of the statement.	
e	

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision making process in choosing a personal life style and managing one's choice.

Sub-Unit: Choosing a Life Style

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
3. After having researched family life styles the student will be able to recognize sociological factors one needs to evaluate life styles.	3.1 Identify life style options as they exist today.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3.1a Brainstorm to list the various life styles you have read about in the newspaper, seen in the movies or TV, or know about: Singlehood Single parenthood Communal living Living together Renewable marriage Contract for marital expectations Childless marriage Two-career marriage Open marriage Group marriage Traditional marriage Divorce and remarriage.	Sasse. People to people, pp. 258-285.
3.1b Rank in order the list compiled.	
3.1c List the advantages and disadvantages of each.	
3.1d Identify some adjustments that might be necessary to change from one life style to another.	
3.1e Explain why it is better to establish goals and choose a style than it is to "drift" into a style.	Ryder. Contemporary living, pp. 133-149.
3.1f Prepare a list of guidelines for making a choice of life styles.	

e

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI : The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
4. Given a list of eight factors relevant to mate selection, discuss how each one effects success in marriage.	4.1 List factors that influence mate selection.
	4.2 Analyze factors relevant to mate selection.
	4.3 Identify the factors which influence personal standards in dating behavior.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
4.1a	Read selected resources and identify factors involved in wise mate selection.	Ryder. Contemporary living, pp. 136-140.
4.1b	List desirable characteristics of a future mate. Complete marriage/partnership questions from Cliff Allen's Practical Family Life.	Landis and Landis. Your marriage and family living, Fourth Edition, pp. 162-184.
E	Complete exercises on mate selection taken from Contemporary Living Activity Guide p. 56. Supplements - 2, 3 and 4.	Riker and Brisbane. Married life, pp. 106-109. Cliff Allen's Practical family life, Preparing for marriage, Student Workbook, p. 5.
4.1c	Investigate and discuss the use of computers to mate people.	Supplement: 2 Supplement: 3 Supplement: 4
4.1d	View suggested film on dating. Discuss steps in dating and dating skills as depicted in film. How would you rewrite the film to suit your community and family.	
4.2a	Write a short summary of factors involved in dating which prepares one for improved adult relationships.	Westlake. Relationships, a study in human behavior, pp. 186-189.
	e	Landis and Landis. Personal adjustment, marriage and family living, Fifth Edition, pp. 66-96. Riker and Brisbane. Married life, pp. 73-105.
4.3a	From references and analysis of personal experiences, list factors that influence personal standards in dating. Discuss these in relation to community guidelines of dating behavior.	Landis. Your marriage and family living, Third Edition, pp. 124-137. Westlake. Relationships, a study in human behavior, pp. 189-191.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	Riker and Brisbane. Married life, pp. 95-104.
4.3b Examine case studies in Bell and Fallon reference which pertain to dating standards and their consequences. Discuss these in relation to community guidelines and personal decisions.	Bell and Fallon. Consumer and homemaking education, pp. 136-139.
4.3c Contribute a situation involving decisions on dating standards to a "Dear Abby" collection box. Read situations and discuss possible solutions.	
4.3d Discuss factors in today's society which place more responsibility on youth for dating behavior than ever before, such as: sex race religion drugs automobile alcohol moral standards	
e	

UNIT: Establishing an Independent Family Unit

COMPETENCY: V1: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
5. Given a series of four stages to permanent childlessness, the learner will describe reasons that a couple may give for postponing parenthood in each stage.	5.1 Identify the four stages a couple may encounter for permanent childlessness.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5.1a Develop concepts of non-parenting.	Ryder. Contemporary living, p. 144.
5.1b Compare the attitudes that your grandparents or parents have toward childless couples with the attitudes of the present generation.	Smart and Smart. Families, pp. 239-240.
5.1c Research available resources to identify the reasons couples may choose to remain childless.	Westlake. Relationships, a study of human behavior, pp. 350-354.
5.1d Discuss acceptance or non-acceptance of childlessness due to sterility of the male or female.	
5.1e Role play childless couple situations.	
E Write a case study for each of the four stages to permanent childlessness.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
6. Given a hypothetical engagement and ten assigned tasks, the learner will work with classmate as his/her partner to complete each of the ten assigned tasks.	6.1 Describe the role of the engagement period in its relationship to preparation for a successful marriage in one's culture.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
6.1a Participate as a member of a girl-boy team to read selected references and view films for understanding of the engagement period and complete the following assignment: 1. Define formal and informal engagements and distinguish between them. 2. Identify purposes of engagement. 3. Discuss the relationship of the length of the dating and engagement period to probability of success in marriage. 4. Discuss engagement etiquette such as time and method of purchasing ring, announcement of engagement, and appropriate behavior for engaged couples. 5. Discuss the role of and deterrents to communication in making adjustments during engagement. Discuss possible danger signals during engagement and their significance. 6. List reasons for a broken engagement and give possible consequences. 7. Identify adjustments necessary during engagement. 8. Discuss need for pre-marital counseling and physical examination. 9. Make a list of the kinds of information about one's past it would be important to reveal during the engagement period. 10. Identify financial concepts that should be discussed before marriage. e	Pamphlets: Science Research Associates, Looking ahead to marriage, Looking toward marriage. Landis and Landis. Personal adjustment, marriage and family living, pp. 184-207. Westlake. Relationships, a study in human behavior, pp. 233-238. Craig. Thresholds to adult living, Second Edition, pp. 212-213. Cross. Enjoying family living, pp. 102-112. Riker and Brisbane. Married life, pp. 106-131. Films: S.C. Department of Mental Health Film Library, Anatomy of a teenage engagement, The meaning of engagement, Engagement - romance or reality.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
7. Given five kinds of marriages, the learner will write a description of each.	7.1 Compare five kinds of marriages that exist in today's society.
8. Given eight areas of concern in marriages, the learner, with the help of an assigned partner, will write a marriage contract that states his/her expectations for marriage concerning each of the eight areas.	8.1 Identify various attitudes that exist toward marriage.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
7.1a Read current resources and identify kinds of marriages that exist in today's society. e	Sasse. Person to person, pp. 266-278. Westlake. Relationships, a study of human behavior, Revised Edition, pp. 236-239.
7.1b Compare the kinds of marriages and rate their chances of success.	
8.1a Make a list of words that express attitudes toward marriage. Compare the list with the lists made by each class member.	
8.1b Answer the following questions based on the previous activity: 1. How often were negative ideas about marriage expressed? 2. Will the traditional kind of marriage be able to meet the needs of all members of the class? 3. How do people come to choose an alternate marriage form? 4. What marriage form do you think you might choose? Defend your answer. e	
8.1c Write a marriage contract including the following: 1. Personal goals and expectations 2. Financial matters 3. Household arrangements 4. Sexual expectations 5. Children 6. Relationship with others 7. Duration of contract, renegotiation and review 8. Terminating the contract. e	
8.1d View and discuss film entitled "Marriage: What Kind for You?"	Film: S.C. Department of Mental Health Film Library, Marriage: what kind for you?

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
9. Given a list of twenty terms related to marriage laws, the learner will match them with correct definitions.	9.1 Identify marriage laws.
	9.2 Identify marriage customs and tell how they vary among different cultures in the local community and state.
	10.1 Relate the influence of individual values, goals and standards to choice of marriage ceremony and honeymoon.
	11.1 Itemize details in arranging a wedding.

	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
9.1a	Read selected references on marriage laws and customs.	Ryder. Contemporary living, pp. 165-167.
E	Respond to a list of 20 terms related to marriage laws.	Contemporary Living Activity Guide.
9.1b	Review marriage customs in the United States.	Riker and Brisbane. Married life, pp. 223-269.
9.1c	Research the legal requirements for marriage in your state.	Resource Person: Probate Judge.
9.1d	Complete word scrambles of terms related to marriage laws in the Contemporary Living Activity Guide.	Ryder. Relationships, a study of human behavior, Revised Edition, pp. 222-223.
9.2a	Divide the class into small groups and research marriage customs in other selected cultures. Report orally to the class.	
9.2b	Define terms related to marriage laws to the following types: monogamy marriage polygamous marriage consanguineous marriage	
10.1a	Read selected references on weddings and identify types of marriage ceremonies.	Brides Magazines.
10.1b	Listen to a minister speak on success factors in marriage related to church ceremonies. Describe ways that values, goals and standards help determine the ceremony a couple chooses.	Minister.
11.1a	Read selected references to determine etiquette for formal and informal weddings.	Bridal Plan Book Local Florist.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
11.1b Research estimated costs for different aspects of three types of weddings and determine the cost of each type for the bride and groom.	Riker and Brisbane. Married life, pp. 271. Landis. Your marriage and family living, pp. 208-225. Ryder Contemporary living, pp. 167-170.
11.1c Suggest principles for planning a honeymoon. Analyze the honeymoon as a time alone to develop a pattern of adjustment and function as a married couple. Estimate cost.	Travel Agency. Craig. Thresholds to adult living, Second Edition, pp. 213-221.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate thr role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
12. Given the following factors related to success in marriage: realistic expectations, self-esteem, good communication pattern, a sense of humor, trust and appreciation, the learner will describe how each factor contributes to success in marriage.	12.1 Identify factors which influence the ability to seek solutions to problems in marriage.
13. Given a situation of marital conflict and the five types of adjustments, the learner will apply each of the five types in dealing with the conflict.	13.1 Analyze marriages for areas which may require adjustments.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
12.1a	Interview young married couples to formulate a list of trivial behaviors which sometimes create problems early in marriage. Explain how to handle each situation.	Ryder. Contemporary living, pp. 173-184. Landis. Your marriage and family, Fourth Edition, pp. 227-245. Riker and Brisbane. Married life, pp. 192-222.
12.1b	Prepare a skit on first quarrel in marriage and demonstrate resolution(s) that will contribute positively to interpersonal relations. Assume the role of other person in the skit and repeat the demonstration.	
12.1c	View films on marriage.	Films: S.C. Department of Mental Health Film Library, Handling marital conflicts, Early marriage.
12.1d	List practices indicative to success of marriage. Tabulate, compare and discuss results. Do the same for practices that make for marriage failure.	
13.1a	List and describe the types of adjustments to marital conflict. e	Parent's Magazine Films, Inc., "Will you marry me?" series, Looking ahead and looking back: four marriages.
13.1b	Divide the class into five groups and have each group use a different type of adjustment to deal with the same problem. Report to the class and analyze solutions to see which ones would work best. e	

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Preparation for the Choice of Marriage.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
13.1c Discuss conflicts that might occur in relation to the following areas of adjustments in marriage: 1. Money 2. In-law relationships 3. Sexual relationships 4. Social activities 5. Association with friends 6. Religious life 7. Parenthood.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Single Life

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
14. After reading selected references, the learner will define single living and identify the single state.	14.1 Identify those individuals who comprise the single state.
15. Given 10 cultural pressures, the learner will discuss and analyze the reasons for each cultural pressure.	15.1 Understand the cultural pressures of remaining single.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
14.1a Define single living.	Periodicals: U.S. News and World Report, Rise of the singles--40 million free spenders, pp. 54-56.
14.1b Read selected references and identify singles.	U.S. News and World Report, The American family: beat--but not broken, pp. 48-61.
	Landis and Landis. Building a successful marriage, p. 69.
	Westlake. Relationships, a study of human behavior, pp. 306-309, 312-314.
	Riker and Brisbane. Married life, pp. 16-18.
14.1c Design a collage illustrating different categories of single living: single, single again and single with child.	
15.1a Research references and explain the reasoning behind these cultural pressures: 1. Are you married yet? 2. When do you plan to marry? 3. Do you live alone? Do you like it? 4. Don't ever get married. 5. Wait a while before you marry. 6. Have you decided marriage is for the birds? 7. Do you hate women or men? 8. You're not married? 9. I'm only having couples over, I knew you'd understand. 10. Bring your date and come. 11. We're having a stag party. 12. Live a little before you marry. 13. I know just the person for you to meet.	Knox. Marriage: who? when? why?, pp. 85-87. Landis and Landis. Building a successful marriage, pp. 69-70. Landis and Landis. Personal adjustment, marriage and family living, p. 9. Westlake. Relationships, a study of human behavior, pp. 306-307. Sasse. Person to person, pp. 260-262. Paolucci. et al. Personal perspectives, pp. 377-379.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI: The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Single Life

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
	15.2 Analyze cultural pressures on the single, never married individual.
16. Given five hypothetical or actual simulated situations, the learner will orally or in writing describe adjustments a single personl must make in the given situations.	16.1 Describe adjustments necessary for a single person and a single parent in a marriage and family oriented society.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
15.2a	Discuss society's attitudes toward single persons at various stages of development--teenager, young adult, middle age and later years.	Edwards and Cooper. The challenge of being single, pp. 15-36.
15.2b	List attitudes and aspects of life in remaining single for a few years or for a lifetime.	
15.2c	Write a paper on the topic, "Society should change its attitudes toward the unmarried because..."	
16.1a	Read references and participate in a round table discussion. Compare the adjustments of a single male to a single female. Compare the adjustments of a single male parent to a single female parent.	Knox. Marriage: who? when? why?, pp. 89-90. Westlake. Relationships, a study of human behavior, pp. 310-312.
	e	U.S. News and World Report, The American family: beat--but not broken, pp. 48-61.
E	Examine case studies provided for study and describe adjustments needed for each.	Riker and Brisbane. Married life, pp. 13-17. Westlake. Relationships, a study of human behavior, pp. 306-315.
16.1b	Discuss the adjustments required of the single person.	
16.1c	Make suggestions for leading a happy useful life as a single person.	
16.1d	Participate in role playing and react to problems faced by singles. Discuss reactions with class.	Teacher made situations.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI. The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Career Goals

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
17. After researching sources of career choices, the learner will be able to write a 250-500 word essay on a career choice including entry-level jobs available, education and/or skills necessary, and expected salary or wages.	17.1. Specify sources useful in making a career choice.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
17.1a View a film or filmstrip and study resources to identify what is involved in making a career choice.	Filmstrip and Record: Guidance Associates, The job attitude series: choosing your career. Film: S.C. Department of Mental Health Film Library, Summer of decision. J. C. Penney Kit, Career decisions.
17.1b Read selected references and participate in discussion of vocational developmental tasks: 1. Crystallizing a vocational preference 2. Specifying a vocational preference 3. Implementing a vocational preference 4. Stabilizing in a vocation 5. Consolidating status and advancing in a vocation.	Sasse. Person to person, pp. 361-385. Craig. Thresholds to adult living, Second Edition, pp. 36-43. Riker and Brisbane. Married life, pp. 503-511.
17.1c Evaluate your progress in relation to vocational developmental tasks. e	Super. et al. Career development: self concept theory, p. 81.
17.1d Invite a resource person from local employment agency to identify employment opportunities.	Resource Person: Employment Agency.
17.1e Participate in class discussion on five careers.	
17.1f Look through yellow pages of local telephone directory. Identify three businesses that are unfamiliar to you. Call one of the three and inquire about entry-level, job in the company, educational requirements, type of skills and expected salary or wages. Report information to class for discussion.	Yellow pages of telephone directory.

UNIT: Establishing an Independent Family Unit

COMPETENCY: VI. The student will understand and appreciate the role of the decision-making process in choosing a personal life style and managing one's choice.

Sub-Unit: Career Goals

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
18. Orally or in writing, the learner will analyze the husband-wife relationship with respect to career choices of both the husband and wife.	18.1. Demonstrate the relationship of the career choices of the husband or wife or both.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
18.1a	Discuss husband-wife relationships with respect to career choice of either husband or wife or both. e	Westlake. Relationships, a study of human behavior, Revised Edition, pp. 286-297. U.S. News and World Report, The American family: beat--but not broken, June 16, 1980, pp. 48-61.
E	Analyze a list of seven career choices and their effect on husband-wife relationships.	
18.1b	Invite a couple(s) for a class interview whom the class deems to have formed an integrated home and vocational relationship. Explore with them role differentiation, authority, decision-making styles, goals, resource allocation, and evidences of commitment.	Resource Persons: Couple(s) who meet stated criteria.

LIFE-STYLES

1. Single living would be more difficult for: (complete one sentence)

   A woman because_____

   _____

   _____

   A man because_____

   _____

   _____

2. The greatest problem for a single person would be: (Number the following problems from 1 to 12, with 1 being the greatest problems.)

   ___Loneliness.
   ___Inability to do all household chores.
   ___Missing the spouse/parent role.
   ___Feeling uneasy with career contacts of the opposite sex.
   ___Feeling inferior to married persons.
   ___Lack of parental approval.
   ___Lack of peer approval.
   ___Limited social contacts.
   ___Stigma of "swinging bachelor" or "old maid."
   ___Lack of meaningful personal relationships.
   ___Image of not being stable in career.

3. a. Strict laws concerning marriage should be enforced.
   b. A couple should decide for themselves the type of relationship they want and should not have to be concerned with marriage laws.

   I agree with statement___because_____

   _____

   _____

   _____

   _____

   _____

   _____

4. The greatest problem for a person in a trial marriage would be: (Number the following problems from 1 to 10, with 1 being the greatest problem.)

___ Lack of commitment between partners.
___ Lack of legal basis.
___ Lack of social support.
___ Lack of parental approval.
___ Lack of peer approval.
___ Being refused dwellings by landlords.
___ Being denied interspousal protection.
___ Financial restrictions (Social Security, insurance, tax, etc.).
___ Child custody question if relationship ends.
___ Ownership of property questions if the relationship ends.

5. a. Strict laws prohibiting homosexuality should be enforced.
   b. Every individual should be allowed to choose his or her own life-style, including homosexuality.

I agree with statement___because_____

_____

_____

_____

6. The greatest problem for a homosexual would be: (Number the following problems from 1 to 10, with 1 being the greatest problem.

___ Being ineligible for military service or government jobs.
___ Being refused civilian jobs.
___ Being refused housing by landlords.
___ Being labeled "gay" or "queer."
___ Keeping the life-style a secret.
___ Difficulty of finding partners.
___ Personality problems of jealousy, possessiveness and insecurity.
___ Lack of social approval.
___ Lack of family approval.
___ Lack of peer approval.

NAME_____ DATE_____

CLASS_____ TEACHER_____

SELECTING A MATE

Many studies have been made on the subject of how individuals select others to spend the rest of their lives with. Some of the statements below are true according to these studies, while others are false. If the statement is true, mark the dot in the diagram which represents that statement with a pencil. Then connect all the marked dots in numerical order. The result will be an ancient symbol representing man and woman united. (Part of the figure is already drawn for you.)

1. Mental health is even more important than physical health as a factor in marriage success.

2. Marrying someone of another faith or another race poses no real problems.

3. If you are in love with someone, that is really all that matters.

4. Marriage requires many adjustments; therefore, an important trait in your mate is adaptability -- the ability to compromise and see the other point of view.

5. The best way for parents to stop a romance they consider undesirable for their daughter is simply to refuse to let the young man see her.

6. If the person you are interested in has one particular fault or habit that really annoys you, even though it is minor, it is best to think twice before marrying him, since this habit is likely to persist.

7. The divorce rate for couples who marry after 20 is higher than for those who marry at 17, 18, and 19.

8. Studies have shown that the length of the acquaintance and the length of the engagement have no effect on the happiness of the marriage.

9. Research shows that there is a greater chance for a successful marriage if the two people have common interests, in such things as recreation and social activities.

10. If a love affair ends abruptly and painfully, the best cure is to find someone else as soon as possible and fall in love again.

11. If parents disapprove of a potential mate, it is usually advisable for the son or daughter to wait, re-examine the relationship, and see if there is any real basis for the parents' objections.

12. Studies have shown that physical differences between couples, such as height, weight, etc., have no significant effect on the happiness of the couple.

MATE SELECTION

Write your reaction to each of the following situations. Then form small groups and compare ideas.

1. Happiness runs in families._____

_____

_____

2. Individuals can change their partners after marriage, so it doesn't really matter if they please each other completely before marriage.

_____

_____

_____

3. There is really only one person in the world with whom you could be happy, so you must find that one person.

_____

_____

_____

4. The emphasis on women's equality has affected the mate selection process adversely.

_____

_____

_____

5. The parent image theory is the most influential theory of mate selection.

_____

_____

_____

6. The propinquity theory is not as valid today because of our mobile society._____

_____

EDUCATIONAL BACKGROUNDS OF MARRIAGE PARTNERS

Respond to the following questions concerning educational backgrounds of marriage partners. Tabulate the results of all class members. Discuss how the results of your class may differ from the results in other states, classes in other countries or classes of 30 years ago.

Sex:____ Male. ____Female.
Education - I plan to complete: ____High school. ____Community college
____Vocational school. ____College (4 years). ____Graduate school.

YES	NO	I believe that:
___	___	1. It is important for both husband and wife to have equal educational backgrounds.
___	___	2. The husband should have more education than the wife.
___	___	3. The wife should have more education than the husband.
___	___	4. If the couple marries before the husband graduates from college, the wife should be willing to stop her education to help put her husband through college.
___	___	5. If the couple marries before the husband graduates from college, both the husband and wife should continue classes part-time and work part-time, thus equalizing the burden.
___	___	6. If the couple marries before the wife graduates from college, the husband should be willing to finance her education until she is finished.
___	___	7. If I wanted to marry before graduating from college, I would expect our parents to continue to pay for our education until we graduate, but my mate and I would pay for our living expenses.
___	___	8. If I wanted to marry before graduating from college, I would expect our parents to pay for our education and living expenses until graduation.
___	___	9. A person with an educational background of college or beyond would be helped if his or her spouse had a college degree.
___	___	10. Educational background should make no difference in a marriage based on true love.

Vocational Education Media Center, Clemson University, Clemson, S. C. 29631, and Office of Vocational Education, State Department of Education, Columbia, S. C. 29201

Sexual Relationships--
"Attitudes and Differences"

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Concept: Preparation for the Future. Use with Family Life Education Curriculum Guide

Transparency No. 24

RESOURCE SECTION

Resources for Family Life Education

Semester Course

Level I

Books

Craig, Hazel. Thresholds to adult living, 3rd ed., Peoria, Illinois: Charles A. Bennett Company, Inc., 1976.

Cross, Aleene. Enjoying family living. Philadelphia: J. B. Lippincott Company, 1967.

Landis, Paul. Your marriage and family living, 4th ed., New York: McGraw-Hill Book Company, 1977.

McGinley, Helen. People, caring, deciding, growing. Lexington, Massachusetts: Ginn and Company, 1980.

Paolucci, Faiola and Thompson. Personal perspectives. Philadelphia: J. B. Lippincott Company, 1978.

Riker, Audrey and Holly Brisbane. Married life. Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

Ryder, Verdene. Contemporary living. South Holland, Illinois: The Goodheart-Wilcox Company, Inc., 1979.

Sasse, Connie R. Person to person. Peoria, Illinois: Charles A. Bennett Company, Inc., 1978.

Westlake, Helen. Relationships, a study of human behavior, Revised Edition, Boston: Ginn and Company, 1980.

Films

S. C. Department of Health and Environmental Control, Film Library. J. Marion Sims Building, Room 166, Columbia, South Carolina 29201.
Emergency of personality
Family life education
Sexuality and the teenager

Graphic Research, Inc., P. O. Box 2238, Wichita, Kansas 67201.
Functional living series:
Community living.

Resources for Family Life Education

Semester Course

Level I

S. C. Department of Mental Health Film Library. P. O. Box 485, Columbia, South Carolina 29202.

Anatomy of a teenage engagement
Choosing for happiness
Choosing your marriage partner
Early marriage
Engagement: romance or reality
Handling marital conflicts
Marriage
Summer of decision

Filmstrip and Record

Guidance Associates. Pleasantville, New York 10570.
The Job Attitude Series:
Choosing your career.

Pamphlets

League of Women Voters. 2838 Divine Street, Columbia, South Carolina 29205.
Energy dilemmas, energy option

An Educator's Guide to the Three E's: Energy, ecology and economics. Sears, Roebuck.

Science Research Associates. 259 East Erie Street, Chicago, Illinois 60611
Building your philosophy of life
Looking toward marriage
Looking ahead to marriage

Periodicals

McCalls Magazine. New York, New York. January, 1980.
Bell, Joseph. What happened to my baby?

Readers Digest. Pleasantville, New York 10370. March, 1980.
Montague, Louise. Divorce by mistake.

U. S. News and World Report. June, 1980
Rise of the singles.

Resources for Family Life Education

Semester Course

Level I

Tapes and Worksheets

Audio Active, ESP, Inc. 1201 E. Johnson, Jonesboro, Arkansas 72401.
Family recreation

Transparencies

Clemson University. Clemson, South Carolina 29631.
Family life education
Family recreation

FAMILY LIFE EDUCATION

SEMESTER COURSE

LEVEL II

MAJOR COMPETENCIES AND CONCEPTUAL FRAMEWORK

Competency II - I: The student will understand the influence of values, standards, and resources in decision-making to achieve personal and family goals.

Unit: Decision-Making to Achieve Family Goals.

A. Factors in decision-making.

1. Values
2. Standards
3. Resources
   a. Human
   b. Non-human
4. Steps in decision-making

Competency II - II: The student will demonstrate the ability to manage family and personal resources to achieve desired goals.

Unit: Managing Resources to Achieve Desired Goals.

A. Planning and preparing for effective use of resources.

B. Personal Economics.

1. Financial planning
2. Managing income
3. Savings
4. Credit
5. Keeping records

C. Recognizing Wise Consumer Practices.

Competency II - III: The student will make intelligent decisions regarding the relationship between wise consumer choices and family management.

Unit: Consumer Decisions and Family Unity.

A. Consumer Decisions.

1. Providing food choices
2. Initiating housing decisions
3. Managing clothing choices
4. Initiating health and safety provisions
5. Providing for cognitive development
   a. Recreation
   b. Educational choices
6. Providing transportation
7. Managing consumer protection

Competency II - IV: The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Unit: Managing Parenting Decisions.

A. The influence of preparation on the effectiveness of the parenting role.

1. Role of planning
2. Parental care
3. Adjustments
4. Cost
5. Ways of achieving parenthood
   a. Non-child bearing options
   b. Independent parent

B. Children in the family.

1. Adjusting to the first child
2. Providing for special children
3. Parent-child relationships
   a. Child-rearing practices
   b. Providing for special children
   c. Coping with problems
   d. Other parent-child adjustments

UNIT

Decision-making to Achieve Family Goals

UNIT: Decision-making to Achieve Family Goals

COMPETENCY: II - I. The student will understand the influence of values, standards, and resources in decision-making to achieve personal and family goals.

Sub-Unit: Using the decision-making process to achieve goals.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given a case study in which a family goes through the decision-making process to achieve a family goal, the learner will identify the values, standards, and resources that had an effect on the outcome.	1.1 Define values, standard of living, family goals, and decision-making. Explain how they are related.
	1.2 List family resources and classify as human or non-human.
	1.3 Identify resources in relation to personal values and standards.
2. Given a skit on decision-making, the student will pick out and explain (a) the decision-making pattern used by each character in the skit. (b) at least five reasons why a common pattern of decision-making in a family is desirable.	2.1 Identify the steps used in making a decision and apply the decision-making process to achieve family goals.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Read resources to define the following terms: values, standard of living, goals, and decision. Differentiate between value judgment, value system. (Valuing Supplements 1-6)	Thal and Homcombe. Your family and its money, revised ed., pp. 18-19, 21-23, 40, 64-65, 90. McGinley. People, pp. 161-167.
1.1b View and discuss the filmstrips, Values for Teenagers, Parts I and II and the Choice is Yours, Parts I and II.	Filmstrips-Records: Guidance Associates, Values for teenagers, Parts I and II. The choice is yours, Parts I and II.
1.2a Develop a list of family resources and differentiate between human and non-human resources.	Sasse. Person to person, pp. 60-79. McGinley. People, pp. 161-167.
1.3a Examine the Penny Unit kit on value clarification. Use the exercise to encourage thinking about value laden areas of choice.	Unit Kit: J. C. Penney Company. An introduction to value clarification.
2.1a Read resources on decision-making and identify the components of the decision-making process. a. identify problem or situation b. consider alternatives c. consider consequences of alternatives d. select the best alternative e. implement the best alternative f. evalaute the results.	McGinley. People, pp. 168-173. Thal and Holcombe. Your family and its money, revised ed., pp. 89-106.
2.1b Given a copy of the steps in decision-making, apply the process to a family situation or concern.	
2.1c Make a report telling how your present values and goals influenced a decision you have made relating to your future.	

e

UNIT: Decision Making to Achieve Family Goals

COMPETENCY: II - I. The student will understand the influence of values, standards, and resources in decision-making to achieve personal and family goals.

Sub-Unit: Using the decision-making process to achieve goals.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
	2.2 Examine examples of how differences in decision-making patterns between family members can affect relations in a family.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2.2a Role play a decision-making skit. Answer the following questions: 1. What pattern of decision-making does each support? 2. What are the advantages and disadvantages of each pattern? 3. What potential conflict may arise between the couple?	Supplement: 7 Decision making skit.

VALUES

Values are . . .

. . . the things you prize most in life.

. . . based on your past experiences and interactions with other people.

. . . choices that show how you have decided to use your life.

. . . the beliefs you consider most important.

. . . underlying motivations for your actions.

Value judgment is a process of evaluating information and choosing values on that basis.

A value system is the procedure of ranking values in terms of relative importance.

Exercise in Valuing Process

Listed below are ten values related to sports conpetition. Rank them in order of their importance to you.

Winning
Following the rules
Sportsmanship
Highest possible score
Companionship
Exercise
Single sexed
Choosing team mates
Team spirit

Unit: Decision-Making Supplement 3

INTROVERT - EXTROVERT CHARACTERISTICS

Name_____.

Date_____Score_____

Complete the checklist of introvert and extrovert personality characteristics. Then judge your own personality as being introvert, extrovert or ambivert.

INTROVERT	EXTROVERT
___Is quiet and retiring.	___Likes parties.
___Prefers to be alone or with a few friends.	___Is sociable and likes a lot of friends.
___Accepts daily life with seriousness.	___Prefers being with people.
___Keeps feelings under control.	___Likes to take chances.
___Is not in favor of crude jokes.	___Craves excitement.
___Prefers thought to action.	___Is impulsive and fond of practical jokes.
___Accepts society's customs without question.	___Prefers to keep moving.
___Is not likely to expose true feelings to others.	___Loses temper quickly.
___Spends much time thinking and imagining.	___Changes jobs more frequently.
___Needs a lot of praise.	___Is carefree and optimistic.
___Prefers more traditional works of art.	___Prefers action to thought.
___Is reserved and distant except with friends.	___Is more accident prone.
___Seldome loses temper.	___Enjoys simple poems with regular rhyming.
___Enjoys complex, irregular ghyming poems.	

I have checked_____introvert characteristics.

I have checked_____extrovert characteristics.

My personality is primarily_____.

Ryder, Verdene. Comtemporary Living.

VALUING PROCESS FOR PERSONALITY TRAITS

Name_____

Date_____ Score____

In the two columns at the left, check the personality traits that you value. In the right column, rank those traits in order of priority. Then answer the questions that follow.

___ Independent	___ Courageous	_____ Trait I value the most
___ Cheerful	___ Philosophical	_____
___ Self-controlled	___ Forgiving	_____
___ Honest	___ Moody	_____
___ Athletic	___ Polite	_____
___ Intellectual	___ Easy-going	_____
___ Responsible	___ Imaginative	_____
___ Ambitious	___ Logical	_____
___ Broad-minded	___ Timid	_____
___ Indecisive	___ Loving	_____
		_____ (You may not use all these blanks,
		_____ or you may want
		_____ to add some more.)

How have your values changed since your childhood?_____

_____

_____

How do you think your values may change when you reach middle age?_____

_____

_____

old age?_____

Source: Ryder, Verdene. Contemporary Living.

VALUE JUDGMENTS

Answer the following questions related to values. Then place chairs in a circle for a round robin discussion. Take turns reading your answers to the class.

1. The thing I like best about our school is_____

_____

2. The thing I would like most to change about our school is_____

_____

3. The personality characteristic I value most highly in my friends is

_____

4. The time of day I like best is_____

5. When it is raining, I like to_____

_____

6. In five years, I think I will be_____

_____

7. If I could change one aspect of my physical appearance, it would be_____

8. When I am sixty years old, I think I will feel like_____

_____

9. If I could meet any person in the world today, I would like to meet_____

10. One thing that really makes me angry is_____

_____

Source: Ryder, Verdene. Contemporary Living.

ROLE PLAYING - VALUE JUDGMENTS

The following situations involve value judgments. Write your reaction to each. Then work in a small group and discuss ideas. Role play one of the situations for the class.

1. Trying to decide what you will do on a date next Friday night._____

_____

_____

_____

2. You are walking down the road with your friends, and you see a wallet which evidently has been lost by someone._____

_____

_____

3. You are shopping with some friends in a store, and one of them suggests it would be easy to walk out with a small item._____

_____

_____

Group's ideas for role-playing scene_____

_____

_____

_____

_____

_____

_____

Source: Ryder, Verdene. Contemporary Living.

DECISION-MAKING SKIT

Instructions to the Teacher: Choose two students to act out the following skit, after presenting the background information to the class.

Background information: John and Janice are newlyweds. Sally is Janice's three-year-old daughter by a previous marriage who lives with them. The decision to be made is whether or not to enroll Sally in a pre-school.

JANICE: "John, are we going to enroll Sally in Kiddy Land Play School? The deadline for enrollment is tomorrow."

JOHN: "Oh, Janice. I'm not sure. Have you checked this out at all?"

JANICE: "Oh, yes! Our neighbor, Mrs. Cravett, sends her little Joey there; she says it's really good for the children."

JOHN: "But, Janice, we ought to visit the school and learn more about their program. You know--like the activities, schedule, cost, etc. And we could take Sally with us so we could see her reaction."

JANICE: "But, John, we don't have time for that. The deadline is tomorrow."

Questions:

1. What pattern of decision making does John support?
2. What pattern of decision making does Janice support?
3. What advantages does John's pattern have? What disadvantages?
4. What advantage does Janice's pattern have? What disadvantages?
5. What potential conflict may arise between John and Janice?

UNIT

Managing Resources To Achieve Goals

UNIT: **Managing Resources**

COMPETENCY: **II - II. The student will demonstrate the ability to manage personal and family resources to achieve family goals.**

Sub-Unit: Preparing for effective use of resources.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. After having had a series of experiences, the student will be able to write a paper which shows that time management, education, sound decision-making patterns and long range planning affect the kind, amount and quality of resources available to the family unit.	1.1 Identify the ways values of an individual or family can affect the allocation of resources.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Examine a list of values and resources prepared by the teacher. Draw a line from the resource column to the value column to indicate the effect a value may have on a resource.	Supplement: 1 Value statements
1.1b Respond to an exercise on value-oriented statements by selecting one of the following responses: a. strongly agree b. strongly disagree c. are undecided d. agree e. disagree Explain reasons for responses given. (e)	
1.1c Discuss in groups and list principles of allocation of resources: a. recognizing and melding values of family members. b. relating values to needs of family members. c. recognizing all resources available at a given time. d. planning and preparing for more production of resources in the future. e. using resources available in most effective way. f. planning and preparing for future effective usage.	
1.1d Write a paper answering the question, "How can a beginning family achieve more or improved resources for the future?" Summarize a list of ways for improving resources by sharing.	

UNIT: Managing Resources

COMPETENCY: II - II. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

Sub-Unit: Preparing for effective use of resources.

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1e View family TV shows and list the human and non-human resources each family has to work with.	
1.1e Compile a personal list of 10 material items one might value and want to have in a beginning household.	
1.1g Analyze case studies as a small group activity. Identify 3 principles of resource allocation by recommending a plan for a beginning family to produce and use available resources effectively in relation to given values and needs.	Supplement: 2 Case Studies - Resource allocation.
1.1h Write a paper showing how a beginning family can plan and prepare for effective use of resources in the future.	
(e)	

UNIT: Managing Resources

COMPETENCY: II - II. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

Sub-Unit: Personal Economics

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
2. Given a real or hypothetical amount of income and family situation, the learner will prepare a workable financial plan for meeting that family's needs.	2.1 Analyze a hypothetical financial plan and prepare a personal financial plan.
3. Given a specific amount of money to deposit in a checking account and a list of ten expenditures, the learner will write checks for each and balance the check register.	3.1 Fill out an application for a checking account. Prepare a deposit ticket. Write checks, record in a check register, and balance the check register.
4. Given three hypothetical family situations and incomes, the learner will prepare a savings plan for each family.	4.1 Identify various available savings institutions.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
2.1a	Define income.	Ryder. Contemporary living, pp. 226-231.
2.1b	Differentiate between gross income and net income.	Thal and Holcombe. Your family and its money, revised ed., pp. 109-128.
2.1c	Read resources to define the meaning of a financial plan as a system for dispensing family income.	
2.1d	List three reasons for preparing and following a budget.	Rice. Consumer education word games - Spirit Masters: Record Keeping.
2.1e	Prepare a bulletin board illustrating the categories of expenditures that should be included in a budget.	Landis. Your marriage and family living, pp. 282-286.
2.1f	Role play two situations, one in which a family's spending is guided by a financial plan and the other in which there is no financial plan.	
2.1g	Prepare a budget for a young married couple (e). Using the information from Contemporary Living.	Supplement: 3 Ryder. Activity Guide.
3.1a	Read resources on checking accounts.	Ryder. Contemporary living, pp. 218-22.
3.1b	Listen to a bank employee speak on types of checking accounts, how to open an account and how to manage an account.	Local bank employee.
3.1c	Check a bank statement against check register and canceled checks to determine which checks have not cleared the bank.	Churchill and Churchill. Spirit Masters, Balancing your checkbook.
4.1a	Research various saving institutions in your area to find out their interest rates for the different savings plans they offer.	Supplement: 4

UNIT: Managing Resources

COMPETENCY: II - II. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

Sub-Unit: Personal Economics

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
5. Given five simulated situations, the learner will identify three financial institutions that might be used in each situation and compare the advantages and disadvantages of the services provided by each institution.	5.1 Write a description of the services provided by various financial institutions. 5.2 Analyze the advantages and disadvantages of various financial institutions. 5.3 Analyze the use of credit and construct a responsible system for keeping records.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5.1a Read resources to identify the various financial institutions and the services they offer	Ryder. Contemporary living, pp. 224-225. Jelley and Herrmann. The american consumer, pp. 272-275.
5.2a Compare the services of a local commerical bank with those offered by savings and loan associations, mutual savings banks, and credit unions.	Local financial institutions.
5.2b Compare the costs of purchasing a car that you want with cash, a commercial bank loan and dealership financing.	Local commercial bank. Local auto dealer.
5.3a Read resources to identify the types of credit. a. installment b. noninstallment c. revolving d. credit cards.	
5.3b Assess the advantages and disadvantages of each type.	
5.3c List and compare the various sources of credit. a. yourself b. credit union c. banks and savings and loan associations d. store dealer financing e. finance companies f. pawn broker g. family and friends.	
5.3d Select an item to purchase on credit and prepare a chart showing the cost on five different credit sources. (e)	Supplement: 5

UNIT: Managing Resources

COMPETENCY: II - II. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

Sub-Unit: Managing Income

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
6. Given a hypothetical family situation with all necessary information, including W-2 forms and federal and state income tax return forms, the learner will prepare both federal and state forms with 100% accuracy.	6.1 Demonstrate knowledge of the major provisions of the federal and state income tax structures. 6.2 Identify necessary records that must be kept for preparation of income tax returns. 6.3 State the value of keeping accurate financial records for income tax and other logical purposes. 6.4 Demonstrate skill in preparing individual federal and state income tax returns.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
6.1a	Read resources and define the following terms: graduated income scale, taxable income, exemptions, deductions, interest income, dividends, dependents, earned income credit, and exclusion.	Ryder. Contemporary living, pp. 211-217. Cliff Allen's Practical family life, pp. 66-68.
6.1b	Fill out a sample W-4 form.	Sample W-4 form.
6.2a	Listen to a certified public accountant speak about records that are necessary for preparing an income tax return and deductions that may be claimed.	Certified Public Accountant.
6.3a	Read resources on keeping financial records.	IRS: Your federal income tax, publication No. 17. IRS: Teaching taxes program.
6.3b	Make a list of all important papers that should be kept by a family.	
6.4a	Make up necessary information and fill out both federal and state tax returns.	Current state and federal income tax forms. Supplement: 6 Record of Important Family Papers.
e		
6.4b	Work a crossword puzzle on taxes.	Supplement: 7 Income tax puzzle.
E	Fill out federal and state tax returns.	

VALUE ORIENTED STATEMENTS

Allocation of Resources--Beginning Family Unit

Directions: Place a clothesline across the front of the classroom. Label left end STRONGLY DISAGREE. Label right end STRONGLY AGREE. Give each student a clothespin and a card on which a value-oriented statement is written. The same statement may be given to more than one student. One by one students should attach their cards to the clothesline, explaining what the statement means and why she/he placed the card in that location. After all cards have been placed, involve students in large group discussion. Students should be encouraged to shift their own cards as their feelings change. (Additional sentences appropriate for the group should be added.)

1. To condemn a person's method of spending is to condemn him as a person, so close are spending and beliefs.

2. What one sees as overspending, another may perceive as selected spending.

3. Even though both members of a married couple are earning, the family's financial plan must be based on the husband's income alone.

4. Money is the most common source of conflict in a family unit.

5. If two generations form a family unit, the needs of the older person should be given priority.

6. If one member of a beginning family unit has a child from a former relationship, the parent of the child should contribute all the financial support for the child.

7. If the members of a beginning family unit cannot afford all the material resources they want, credit is a good alternative.

8. If the members of a beginning family unit cannot afford all the material resources they need, they should accept aid from relatives.

9. All members of a beginning family unit should be involved in deciding how resources should be allocated.

10. Male members of a family unit use better judgment in decisions concerning resources than female members.

11. The number of family members affects the alternatives available to the unit in making decisions.

12. The needs as well as the values of family members must be considered in allocating resources.

CASE STUDIES--RESOURCE ALLOCATION

Beginning Family Units

1. Joan and Shirley are renting an apartment together. They both value recreation and enjoy watching television and listening to stereo music. They are buying a color television on time, but they do not have a stereo. Since there is no refrigerator in the apartment, Joan and Shirley eat most of their meals in restaurants. Joan's parents want her to go to business school at night, but she feels she cannot afford the tuition costs.

   A. Suggest how they might allocate their resources.

   B. Using principles of resource allocation, justify each suggestion given.

II. Bob and Susan were married in June and have rented an expensive apartment with a swimming pool in the complex. They need a new car because Bob has to travel thirty miles one way to the factory where he works. Susan has secretarial skills, but she has not found a job. She is insisting that they go to Florida for two weeks at Christmas because their honeymoon was only for two days. The rent on their apartment is so high that they have put only fifty dollars in savings since their wedding.

   A. Suggest how they might allocate their resources.

   B. Using principles of resource allocation, justify each suggestion given.

III. Carolyn and Barry have been married three months. Carolyn's six-year-old son, Tom, lives with them. Housing and transportation costs are both extremely high in the area of the city where they live. Barry works at night in a service station. Carolyn is attending high school during the mornings while Tom is in school. Carolyn dropped out of school before Tom was born and is now trying to complete requirements for graduation. Carolyn and Barry want to buy a trailer just outside the city limits. The one they are considering is in good condition. The payments would be forty dollars less per month than they are currently paying for rent. Barry would have to drive ten miles further to and from work, and Carolyn would have to take the bus to school. In their present location she can walk.

   A. Suggest how they might allocate their resources.

   B. Using principles of resource allocation, justify each suggestion given.

BUDGET FOR A YOUNG MARRIED COUPLE

Use the information you have learned after studying Chapters 11 and 12 of the text, CONTEMPORARY LIVING, to prepare a budget for a young married couple.

CAREER

A. Name of husband_____

Choice of career_____

Length of education completed by husband before marriage_____

Name of employer_____

Address of firm_____

Quoted yearly salary_____

Source of salary information_____

B. Name of wife_____

Choice of career_____

Length of education completed by wife before marriage_____

Name of employer_____

Address of firm_____

Quoted yearly salary_____

Source of salary information_____

C. If plan calls for marriage while in college:

Length of education yet to be completed by husband_____

Length of education yet to be completed by wife_____

Source of educational expenses for couple_____

Source of living expenses for couple_____

Is either working full or part-time?_____

What type of job does husband have?_____How much can he contribute____

What type of job does wife have?_____How much can she contribute?_____

D. If plan calls for marriage while a spouse is in the armed services:

Educational level at time of entrance into service: husband_____

wife_____

Rank in service_____Quoted yearly pay_____

Allowance for spouse_____Source of salary information_____

Do spouses live together?_____If not, where does the spouse who is

not in the service live?_____How are this spouse's living

expenses met?_____

TYPE OF BUDGET

Decide what type of budget is needed.

Single income budget-Only one spouse is employed_____

Double income budget-Both spouses are employed_____

DETERMINING MONTHLY NET INCOME

A. Couple will file joint income tax return using Form 1040 or Form 1040A in which they will not itemize their deductions. Use current tax forms to complete the following:

Exemptions: Husband___Wife___ Others, specify_____

Gross income of husband $_____ Gross income of wife $_____

Joint income $_____ Income tax $_____

B. Almost everyone who is employed must pay FICA wages, commonly known as social security payments. Use current information to complete the following:

An employed person must pay_____% of his or her yearly gross income for FICA wages.

The maximun amount of income which is subject to FICA wages is $_____

Husband's gross income $_____, FICA wages $_____

Wife's gross income $_____, FICA wages $_____

C. Complete the following calculations:

1. Gross income: Husband $_____Wife $_____Total $_____

2. FICA wages: Husband $_____Wife $_____Total $_____

3. Subtract total of line 2 from total of line 1. $_____

4. Income tax $_____

5. Subtract line 4 from line 3 $_____

6. Divide line 5 by 12 to find monthly net income. $_____

HOUSING

Give name, if any, and address of first apartment_____

Quoted monthly rent $_____

Is written lease required?_____For how long?_____

What utilities are included in the rent?_____

If not included in rent, give average monthly bill for

Gas $_____Electricity $_____Water $_____

Average telephone bill $_____

Are laundry facilities available?_____

How much does it cost to wash a load?_____To dry a load $_____

Features of the dwelling: Carpeting_____Swimming pool____Tennis courts____

Covered parking area____Air conditioning____ Other_____

TRANSPORTATION

Primary mode of transportation: For husband_____For wife_____

If you own one or more cars:

Model and year of husband's car_____

Is the car paid for? Husband's _____Wife's _____

If not, what is the total monthly payment?_____

Cost of operation of each month (including gas, washing, maintenance, etc):

Husband's $_____Wife's $_____

INSURANCE

A. Life insurance

Type of policy (term, whole life or endowment): Husband_____Wife_____

Face value of policy: Husband$_____Wife $_____

Amount of monthly premium: Husband $_____Wife $_____

Is insurance part of "hidden benefits" of job?_____

B. Health insurance

Type of policy (group or individual)_____

Describe coverage_____

_____

Amount of monthly premium: $_____

Is insurance part of "hidden benefits" of job?_____

C. Auto insurance

Describe coverage_____

_____

Amount of monthly premium $_____

D. Property insurance

Describe coverage _____

_____

Amount of monthly premium $_____

FURNISHINGS

List furnishings for a couple's first apartment under the following headings:

Furnished By Apartment	Owned By Spouse Before Marriage
Borrowed	Bought By Couple With Cash
Made By Couple	Buying With Installment Credit

PERSONAL ECONOMICS

Saving Vs. Spending

Respond to each of the following statements. Then describe the saving system you plan to try when you are first married.

Agree	Disagree	Not sure	
			1. I believe that a couple should save as much money as they spend on recreation.
			2. I believe that a young couple have plenty of time to save money and that they should enjoy their youth and not worry about saving money.
			3. I believe that a young couple should start to save as much as possible in order to purchase their first home as quickly as possible.
			4. If one spouse believes in saving money and the other sees no need to save money, their marriage could have some serious problems.
			5. In order to save money, you have to deposit a certain percentage of every paycheck in your savings account before any money is spent.
			6. In order to save money, you have to become a penny-pincher and deprive yourself and your mate of wanted items.
			7. Saving in a piggy bank is smart because the money is available quickly for emergencies.
			8. Spouses should save equally in order to find equality in the purpose of saving.
			9. Purchasing savings bonds is the best way to save.

List several different types of savings accounts. _____

_____

_____

Describe the saving system you plan to follow when you are first married._____

_____

_____

_____

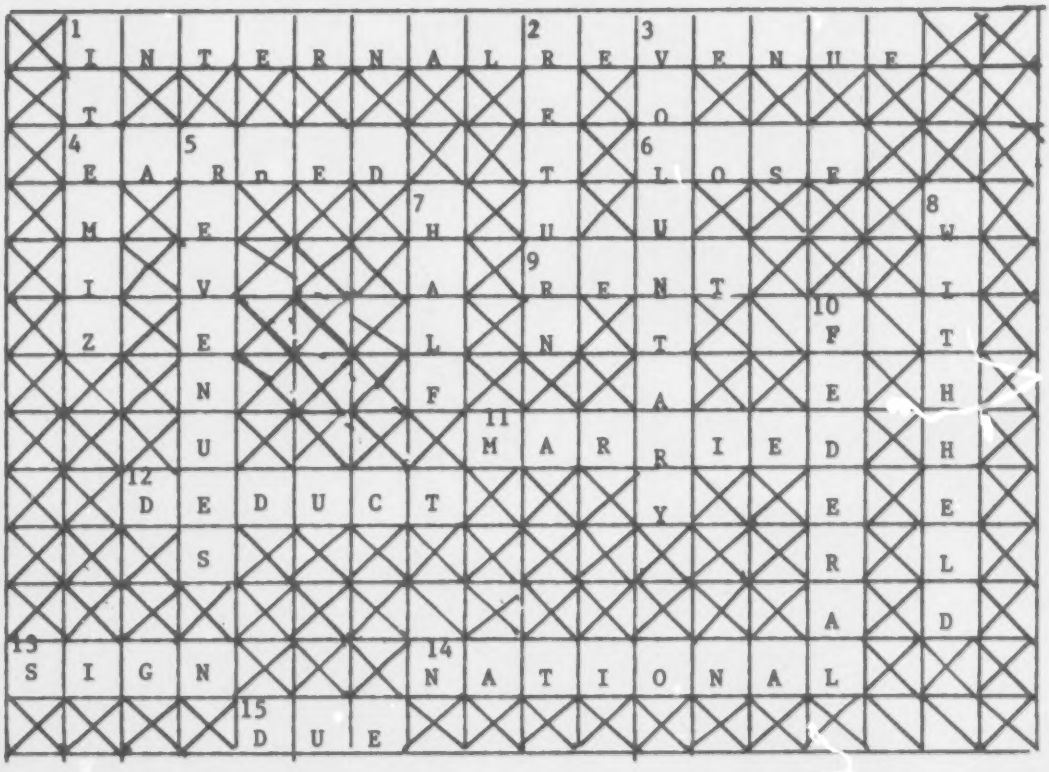
Source: Ryder. Contemporary Living

Buying Method	True Annual Interest Rate	Monthly Payments Over Two Years	Total Finance Charges	Total Cost
Cash				
Commercial Bank				
Credit Union				
Store Loan or Contract Plan				
Finance Company				

List of Important Family Papers

1. Safe Deposit Box/es
2. Drivers License/s
3. Social Secutiry Card/s
4. Credit Cards
5. List of Financial Advisors
6. Will/s
7. Birth or Adoption Certificate/s
8. Baptismal Certificate/s
9. Marriage Certificate
10. Divorce Papers
11. Naturalization Papers
12. Military Discharge Papers
13. Death Certificate/s
14. Government Securities and Bonds
15. Other Bonds
16. Commercial Securities
17. Savings Account/s
18. Checking Account/s
19. Debts Secured by Chattel Mortgages
20. Unsecured Debts
21. Debts Owed to the Family
22. Real Estate
23. Motor Vechicle Papers
24. Other Contracts, Business Agreements Legal Documents
25. Life Insurance Policies
26. Automobile Insurance
27. Employment Records
28. Accident, Health, all Medical Insurance Policies
29. Health Records
30. Household Inventory
31. Networth Statement
32. Record of Guarantees and Warranties
33. Tax Records
34. Homeowner's Property Insurance
35. Other Records

INCOME TAX



Across

1. You pay your Federal Income tax to _____ _____ _____.
4. Wages, salaries, tips and other compensation are ___income.
6. It is important that you do not _____receipts if you itemize.
9. _____collected from real estate is taxable income.
11. A ____couple, living together mail file a joint return.
12. You must ___ $100 from casualty or theft losses.
13. Both husband and wife must ____ a joint return.
14. The federal budget reflects changes in _____priorities.

Down

1. You should _____ your deductions if they exceed your zero bracket amount.
2. If you are a calendar year taxpayer, you usually must file your ____by Apr. 15.
3. One aspect of our tax system is _____ compliance with the law.
5. Individual income taxes are the largest source of Federal _____.
7. You must provide more than half of a claimed dependent's support.
8. The information you put on Form W-4 determines the a-

Across continued:

15. The amount of tax _____ must accompany the return when it is submitted.

Down:

9. An abbreviation for a professional health worker.
10. The Social Security Act provided for a _____ state system of enemployment insurance.

UNIT

Consumer Decisions and Family Unity

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will be able to make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Managing Food Choices

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given information gained from the study of consumer purchasing practices, the four basic good groups, and menu planning, along with grocery store advertisements, the learner will, at minimal cost, plan meals for a family of four for one week and organize a shopping list for preparation of those meals.	1.1 Plan menus for one day using the Basic Four as a guide. 1.2 Organize a shopping list for the menus planned for one day.
2. Given a list of snack or finger foods, the learner will rank them in order from the most nutritious to the least nutritious.	2.1 Determine the nutritive value of common snack foods.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
1.1a	Read resources and discuss how the Basic Four food groups are used in meal planning. Supplement 1.	Paolucci, Faiola, and Thompson, Personal perspectives, second ed., pp. 135-139, 145-149.
	e	
1.1b	Construct a mobile illustrating a nutritionally balanced meal that has eye and taste appeal.	Supplement 1.
1.2a	Read resources and list food buying strategies that the consumer should consider when making a shopping list. Complete exercise on buying food in Discovering Nutrition, p. 89. Appendix, Supplenent 2.	Personal perspectives, pp. 162-163. Linder/ Selzer, You the consumer, pp. 73-79. Supplement 2.
1.2b	Make a list of things to consider when making a shopping list.	Personal perspectives, pp. 160-161. Kowaluk, Discovering nutrition, p. 89.
1.2c	Study grocery store advertisements and determine which store or stores to shop from based on information. Categorize shopping list in appendix.	Newspaper advertisements for grocery stores. Supplement 3.
2.1a	Make a bulletin board or collage depicting favorite snack or finger foods of class members.	Magazines with colorful pictures of foods. White, Food and your future, pp. 404.430
2.1b	Make a collage depicting a variety of nutritious snack foods.	
2.1c	Do an activity on eating out to test knowledge of nutritional needs of family members.	Supplement 4. Nutrition for health.
E	Plan meals for a family of four for one week and organize a shopping list for purchasing food for preparation of meals.	

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Initiating Housing Decisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
3. Given a family situation, the learner will be able to make a decision on the best housing choice to meet the needs of that particular family.	3.1 Identify housing needs in relation to family structure and life style. 3.2 List basic needs and discuss how they are met through housing choices. 3.3 Identify the influences on one's housing choices. 3.4 List values and goals involved in making housing decisions.
4. Given experiences with factors which influence housing, the student will write a 250 word essay on the future of housing in the nation.	4.1 Discuss the influence of industry and automation on housing. 4.2 Discuss the importance of controlling housing environments.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3.1a Determine housing needs of various family structures and lifestyles.	Paolucci, Faiola, and Thompson, Personal perspectives, 2nd ed., pp. 271-286.
3.2a Discuss the ways housing meets basic needs, physical needs, psychological needs, social needs, spiritual needs, self-actualization.	Ryder, Contemporary living, pp. 199-202.
3.3a Read resources to know how the following influence housing choices: Present and future needs Present and future income Present and future interests Availability of housing.	
3.4a Discuss the relationship between values and goals and housing decisions.	
4.1a Identify problems and cures for today's housing.	
4.2a Work in groups to make lists of ways automation has changed people and housing.	Lewis, Housing decisions, p. 269.
E Apply the decision-making process to meeting housing needs. (Case Studies)	Supplement: 5 Housing terms Supplement: 6 Case studies
4.2b Define micro, macro, natural constructed and behavioral environments. Get brochures from housing developers and builders. List the advantages they give for the type of house promoted. Relate advantages to: a. Natural behavioral and constructed environments b. Micro-environment Macro-environment c. Things, places and people. (Refer to supplements 5, 6, and 7).	Supplement: 7 Housing Environments.

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Initiating Housing Decisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
5. Given a list of furnishings and appliances to purchase for the home, the learner will make a checklist of factors to consider before making a purchase of each item on the list.	5.1 Formulate a list of guidelines to consider when making decisions about purchasing furniture and equipment.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
4.2c	Organize a project to improve the housing environment in your community.	
4.2d	Write a paper on "The future of housing in our nation will be determined by:"	
5.1a	View and discuss filmstrips on furniture choices.	Southern Furniture Manufacturer's Association. Series of three filmstrips, An introduction to furniture and your home environment.
5.1b	Read resources on furniture and equipment.	Paolucci, Faiola, and Thompson, Personal perspectives, 2nd ed., pp. 329-332. Lewis, Housing decisions, pp. 213-248.
E.	List and explain four factors to consider when choosing furniture for a first home.	
5.1c	Visit several furniture stores and/or factories.	
5.1d	Compile a picture file to reflect individual preferences in relation to furnishings and equipment.	Magazines
5.1e	Complete supplement on choosing small appliances.	Supplement: 8 Small appliances Supplement: 9 Test
E	Complete the post-test in appendix.	

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Managing Clothing Choices

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
6. Given descriptions of the members of a family and their activities, the learner will plan a seasonal wardrobe to meet the needs of each family member.	6.1 List guidelines for planning a wardrobe.
7. Given a list of types of stores from which clothing may be purchased, the learner will write a description of the services offered and the advantages and/or disadvantages of shopping at each one.	7.1 Identify the various types of stores from which clothing may be purchased. 7.2 Compare services of different types of clothing stores and list the advantages and disadvantages of shopping at each.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
6.1a	Read resources and list guidelines for planning a wardrobe. Discuss the value of wardrobe planning to meet the clothing needs of all family members.	Vanderhoff, Clothes, clues, and careers, pp. 102-107.
6.1b	Plan a wardrobe for a hypothetical family(s).	
6.2a	Explain how clothing decisions are affected by basic needs.	Paolucci, Faiola, and Thompson, Personal perspectives, 2nd ed., pp. 192-202, 234-246.
6.2c	Discuss influences on one's clothing decisions. 1. Culture and role 2. Modern times 3. Fashion 4. Personal attitudes.	
7.1a	Read resources to identify the various types of stores from which clothing may be purchased.	Personal perspectives, pp. 238-242.
7.2a	Visit the various types of clothing stores and compare the services and prices of each.	Clothing stores in vicinity.
7.2b	Report your findings to the class.	
7.2c	On a teacher prepared list, identify the services offered by various types of clothing stores.	
	e	
7.2d	Survey classmates to discover common clothing purchase problems. Develop changeable "For This - Do This!" bulletin boards recommending solutions to outstanding consumer clothing problems.	Supplement: 10 Clothing post-tests.
E	Complete post-test found in appendix.	

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Initiating Health and Safety Provisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
8. Given a hypothetical situation of a family with a member who has a handicap, the student will write an essay of 350-500 words which contains the following: a. a description of the feelings of the other family members b. responsibilities toward handicapped family member c. changes required in family routines d. ways family members can help handicapped relative.	8.1 Identify the various types of physical handicaps. 8.2 List some management skills that are necessary in caring for the handicapped in the home environment. 8.3 Explain the importance of independence to people with handicaps.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
8.1a	Read resource to identify physical handicaps.	McGinley, People, pp. 259-260.
8.2a	Research resources in the community that offer assistance to help handicapped persons and their families adapt to their environment.	Department of Social Services, County Health Department.
8.2b	Listen to home health nurse speak about how families can cope with handicaps of various kinds.	Home health nurse.
8.3a	Read resources on the importance of independence to persons with handicaps.	McGinley, People, pp. 256-257. Check Teacher's Guide to People, for additional books, pamphlets, and films, pp. 101-103.
8.3b	Discuss in class the resources read and/or films viewed relating to the importance of independence to handicapped individuals.	
8.3c	Invite a panel of handicapped persons to speak about their feelings related to developing and maintaining independence.	Persons with handicaps.

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Initiating Health and Safety Provisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
9. Given case examples describing family members of different ages with various illnesses, the learner will make a suitable plan for the home care of the sick family member in each case.	9.1 List responsibilities related to caring for ill family members at home.
	9.2 Describe how to care for various types of injuries that family members might receive.
	9.3 Identify common types of injuries that may require special care of the patient at home.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
9.1a	Read selected passages in the Home Nursing Textbook to find out the various aspects of providing care at home for the sick family member in relation to age of patient and type of illness.	The American National Red Cross, Home nursing textbook.
9.1b	Share experiences of personal illness or having to care for another family member who was ill. Tell what care had to be provided for you or another member of the family who was ill.	Sunburst Communications, Filmstrip series, First aid I and first aid II: Newest techniques.
9.1c	Interview families in the community who are now caring for an ill member in the home. Find out what they have to do in caring for the sick member. Report your findings to the class.	Diehl Tsumura, Henke, Bonekemper, Health and safety for you, pp. 351-358.
9.1d	Plan activities and games to entertain sick persons who are confined to their beds, rooms, or homes.	
9.2a	Invite a member of the local Rescue Squad to speak about the most common types of injuries and how to care for the patient in the home.	Local Rescue Squad.
9.3a	List common types of injuries and suggest treatment for each.	
E.	On a list of illnesses and accidents occuring to family members, develop a plan for home care.	

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Providing for Cognitive Development - Recreation

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
10. Given the information gathered in the study of recreational activities, the learner will make three recreation plans, one of which must make use of free public recreational facilities, for holidays or special occasions involving the entire family.	10.1 Make a list of recreational activities that one might participate in with family members and/or friends. 10.2 Compile a list of equipment needed for a variety of recreational activities and state approximate cost for each item.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
10.1a	Read resource material to become familiar with a variety of recreational activities.	Oppenheim, Consumer skills, pp. 158-177.
10.1b	Investigate the availability of free and inexpensive recreational activities for young people in your community.	Director of local Department of Parks and Recreation. Superintendent of a nearby State Park.
10.1c	Invite the director of the local County Council on Aging to speak to the class about the recreational needs of older people.	Director of County Council on Aging.
10.2a	Divide into teams to shop for the following recreational items: tennis racket and balls, backpack, badminton set, fishing rod and tackle box, water skis, boat and motor, camera, stereo set, basketball and goal, dirt bike, variety of indoor games, and soccer ball. Report findings to the class.	Local hardware stores, sports shops, variety stores, and mail-order catalogs.
E.	Make three recreational plans for your family according to standards provided by the instructor.	

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Providing Transportation

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
11. Given pertinent information concerning a family and its activities, the learner will list the transportation needs of the family and make recommendations as to the forms of transportation that they should use.	11.1 Identify the factors that influence transportation needs. 11.2 List forms of transportation.
12. Given detailed descriptions of several cars to consider for purchase by a hypothetical family, the learner will list the advantages and disadvantages of various features of each car and arrive at a decision as to which car would best suit the needs of the given family.	12.1 List the features that affect the purchase price of a car.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
11.1a	Read selected references to identify factors influencing transportation needs.	Thal and Holcombe, Your family and its money, pp. 169-171.
11.2a	Identify the forms of transportation that you have used and under what conditions.	
11.2b	List the types of transportation available in your community.	
12.1a	Read resource to identify the various sizes of cars and become familiar with the advantages and disadvantages of each.	Oppenheim, Consumer skills, pp. 131-132.
12.1b	Read resource to identify types of cars and become familiar with the advantages and disadvantages of each.	Oppenheim, Consumer skills, pp. 134-135.
12.1c	Identify and describe the extras that you can get in a car.	Oppenheim, Consumer skills, p. 140.
12.1d	Complete attitudinal test on transportation needs.	Supplement: 11 Transportation
E.	Recommend a transportation plan for a family whose characteristics and needs will be identified by the teacher.	

UNIT: Consumer Decisions and Family Unity

COMPETENCY: II - III. The student will make intelligent decisions regarding the influence of wise consumer choices and family unity.

Sub-Unit: Providing for Cognitive Development - Education

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
13. Given a hypothetical family with members of various ages and interests, the learner will develop a plan that will provide for the educational needs and desires of each family member.	13.1 Formulate a plan for providing for the educational needs of one's children.
	13.2 Recognize that education is a lifelong process and that plans should be made for the continuing education of adult family members.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
13.1a	Research magazine articles on financial preparations for the education of family members.	Check Readers Guide at public library to find current resources.
13.1b	Investigate the cost for receiving an education in the various types of educational institutions. Compare program offerings and determine if the cost at each institution is justified by the program offered.	Brochures and/or bulletins from various education institutions.
13.1c	Invite a representative from an insurance company to discuss a variety of plans for saving for the education of one's children.	Insurance company representative.
13.1d	Investigate educational savings plan at the various banks and savings and loan institutions.	Local banks and savings institutions.
13.2a	Check on the continuing education courses offered in the vicinity and discuss the possibility of adult family members taking advantage of educational opportunities in pursuit of their interests.	Technical Education Centers. Community Colleges.
E.	Develop an educational plan to meet the needs of a family described by the teacher.	

Nutrition Scramblegram

Unscramble the word or group of words that complete each important idea. Write the correct terms in the space provided before each statement.

1._____1. (PSSTITUESROIN) are false beliefs often associated with food practices.

2._____2. Food (SFDA) most often are based on misinformation.

3._____3. (MASCONTNTINNA) are substances that get into food by accident as it is grown, processed, stored or packaged.

4._____4. Your (HTLAHE) is influences by your heridity, life style and the food you eat.

5._____5. Food must be (GTSDEDEI) before the human body can use the food nutrients.

6._____6. Understanding the science of (TTOURNIIN) can help you have good health.

7._____7. When you eat (EORM) calories or energy units than your body can burn up, you gain weight.

8._____8. An important step in weight control is selecting nutritious food and (GTCNUONI) calories.

9._____9. The key to nutrition is to eat many combinations or a (TAVYEIR) of food daily.

10._____10. (SERROCSEU) are those available items and skills you can use for planning meals and other activities.

11._____11. Nutrients work together as (TSMAR) in the human body.

12._____12. Each nutrient has (CSSIEPIF) functions of its own, and also influences the way other nutrients work in the body.

13._____13. Essential amino acids must be supplies by (ODFO)

14._____14. Food needs change and vary at different stages of the (FIEL YCELC)

Daily Food Guide

Adapted from: Kowtaluk: Food For Today.

BUYING FOOD

...Locate the term that completes the sentence. Write the letter of the term in the blank to the lift of the proper sentence. Use each term only once.

	Sentences
____ 1.	A ____ helps people avoid impulse buying.
____ 2.	Avoid buying ____ cans.
____ 3.	____destroys riboflavin and vitamin C.
____ 4.	When buying meat, buy according to _____ rather than price per pound.
____ 5.	The price of milk usually depends on the amount of ____in the milk.
____ 6.	A ____ must show the common name of the product.
____ 7.	Beef which is ground to make it tender is called ____.
____ 8.	____life refers to the length of time a processes food can be kept and still have its original quality and flavor.
____ 9.	The ____of poultry is determined by its age.
____ 10.	Food is spoiled by microorganisms such as ____.
____ 11.	____foods often cost more than the same food prepared at home anh may not be as nutritious.
____ 12.	____labeling can help people find out which brands give the most nutrients for the money.
____ 13.	Any _____used to can, cook, or soak food leaches out water-soluble nutrients.
____ 14.	Perishable foods such as canned ham must include instructions for ____.
____ 15.	____foods cost less because they come in plain packages and are not advertised.
____ 16.	____causes food to lose vitamins A, C, D, and E.
____ 17.	Thiamin, folic acid, and vitamin C are destroyed by ____.

Terms
A. air
B. bacteria
C. bulgy
D. convenience
E. damage
F. enzymes
G. fat
H. generic
I. hamburger
J. heat
K. label
L. light
M. liquid
N. nutrition
O. open dating
P. place of business
Q. price per serving
R. produce
S. shelf
T. shopping list
U. storing
V. tenderness
W. unit pricing

____ 18. ____does not always guarantee a product's freshness because the product may not have been handled properly during shipping and storing.

____ 19. ____causes loss of nutrients and usually results when foods are handled carelessly.

____ 20. Fresh fruits and vegetables are often called ____.

____ 21. A label must show the name and ____of the manufacturer, packer, and distributor.

____ 22. ____cause food to age or ripen.

KEY

1. T
2. C
3. L
4. Q
5. G
6. K
7. I
8. S
9. V
10. B
11. D
12. N
13. M
14. U
15. H
16. A
17. J
18. O
19. E
20. R
21. P
22. F

Source: Kowtaluk, Discovering Nutrition

SHOPPING LIST

Categorize the foods listed below under six headings:

Meat, Produce, Dairy, Frozen Food, Canned Goods and Breads and Cereals.

Soup (canned)	T. V. Dinner	Milk
Fresh Apples	Hamburger Meat	Eggplant
Chicken	Tuna	Pork Ribs
Cheese	Cream of Wheat	Frozen Peas
Eggs	Dried Beans	Onions
Cottage Cheese	Coffee	Corn Flakes
Lettuce	Evaporated Milk	Grits
White Potatoes	Fresh Fish	Meal
Fresh Milk	Crinkle Cut Potatoes	Carrots
Sliced Bread	Butter	Cubed Steaks
Tomato Soup	Cucumbers	Grapes
Spaghetti Sauce	Ice Cream	Macaroni

EATING OUT

Evaluate each of these types of eating places in terms of the following family units:

1. A single
2. Couple with a one-year old and a two-year old.
3. A family of seven
4. A family with a member on a low cholesterol diet
5. A family with a 14 yr. old son and an 80 yr. old grandmother.

A. Family-type restaurant
B. Self-service restaurant
C. Take-out restaurant
D. Fast food/drive in restaurant
E. Counter service restaurant
F. Cafeteria
G. Coffee Shop
H. Table-service restaurant
I. Atmosphere / speciality

GLOSSARY OF HOUSING TERMS

Insurance

Elevation

Plumbing

Commission

Security

Premise

Structure

Humidity

Ecology

Residential

Radiation

Site

Neighborhood

Polution

Cul-de-sac

Comtemporary

Condominium

Insulation

Ceramic tile

Circuit breaker

Veneer

Rafters

Termite guard

Drain tile

Pre-fabricated house

Split-level

Ranch

Mobile home

Topography

Synthetic

Mitered

FAMILY SITUATION

The family consists of a father, age_____, a mother, age_____, and _____children, ages_____. They need a new home, since the one they now occupy is _____

_____

The father is employed as a _____

The mother _____

Father_____

Mother_____

Children_____

_____

There are several details about their present home which they do not like. These include:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Source: Homes-Sherwood

Information Sheet

HOUSING ENVIRONMENTS

Definition of Terms

Microenvironment - a small part of one's total environment; the housing environment

Macroenvironment - one's total surroundings

Macroenvironment includes:

1. Transport system - roads, railways, airports and individual vehicles.

2. Community facilities - shopping centers, churches, schools, hospitals, fire and police protection.

3. The housing industry

4. Private and government agencies
   - Department of Agriculture
   - Federal Housing Administration
   - National Association of Home Builders
   - Planning Commissions
   - Veteran's Administration
   - Department of Health, Education and Welfare
   - Manufactured Housing Institute
   - National Association of Real Estate Boards

Natural environment - that which is provided by nature - land, water, trees, solar energy.

Constructed environment - the natural environment after it is changed by human effort
- the building of a dwelling, the addition of plantings or heat pumps, heaters or air conditioners changes an environment to constructed.

Behavioral environment - is the interaction among people
Human resources such as intelligence, skills, energy and attitude are part of this environment.

Planned communities - Communities designed to meet present and future needs.

Satellite communities - smaller communities of villages built around an urban downtown.

CHOOSING SMALL APPLIANCES

APPLIANCE_____

FEATURES AVAILABLE:

PRICE RANGE:

USES:

SAFETY

ROUTINE AND PERIODIC CARE:

RECOMMENDATIONS FOR PURCHASING:

Source: Craig, Thresholds to Adult Living

Unit: Consumer Decisions
Housing

Supplement 9

POST-TEST

TRUE-FALSE QUESTIONS

Read each statement carefully. Circle T if the statement is true
Circle F if the statement is false

T F 1. Unfinished furniture is always poor quality.

T F 2. Any furniture made of wood is called case goods.

T F 3. A rebbet joint is the most desirable joint for tables.

T F 4. Broadloom carpet is used in wall-to-wall carpet installation.

T F 5. Room size and room fit rugs save installation costs and they can be reversed for longer wear.

T F 6. Vinyl is a more comfortable flooring than wood.

T F 7. The frame of overstuffed furniture should be made of softwood.

T F 8. A water bed is light enough in weight to be used anywhere.

T F 9. Major appliances are engineered to have limited life expectancy.

T F 10. Chest type freezers are less expensive and less convenient than upright freezers.

T F 11. A self-defrosting refrigerator must be disconnected occasionally for complete defrosting.

T F 12. A refrigerator has the most constant use and the longest life expectancy of all major appliances.

T F 13. Microwave ovens use less energy than conventional ovens.

T F 14. Hot water should be used in food disposers in order to melt any fat.

T F 15. The front loading trash compactor is less convenient for use than the top loading type.

MULTIPLE CHOICE

Write the letter of the best answer to each question in the space to the left.

_____16. The least sturdy joint is:

A. Mortise-and-tenon.
B. Dovetail.
C. Rabbet.
D. Double dowling.

_____ 17. All of the following textures are available in carpeting except:
A. Shag.
B. Hooked.
C. Plush pile.
D. Sculptured.
E. Twisted.

SHORT ANSWER QUESTIONS
Briefly answer the question as directed.

26. If an appliance doesn't work, list three steps you should take before calling for repairs.

1. _____

2. _____

3. _____

Source: Craig, Op. Cit.

_____ 17. All of the following textures are available in carpeting except:
A. Shag.
B. Hooked
C. Plush pile.
D. Sculptured.
E. Twisted

_____ 18. The woods listed are all hardwoods except:
A. Walnut.
B. Pine
C. Mahogany.
D. Maple

_____ 19. All of the following are popular finishes for wooden furniture except:
A. Sculptured.
B. Plastic coated
C. Antiqued.
D. Distressed.
E. Veneered.

_____ 20. All of the following certify the safety and performance of appliances except:
A. Parents Magazine.
B. United States Department of Agriculture (USDA).
C. Underwriters' Laboratories (UL).
D. American Gas Association (AGA).
E. Association of Home Appliance Manufacturers (AHAM).

MATCHING QUESTIONS

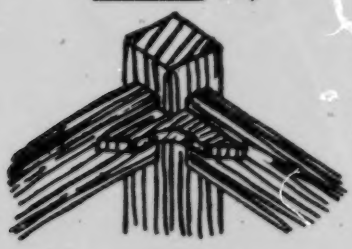
Write the letter that names each type of joint in the space next to its picture.

NAMES OF JOINTS

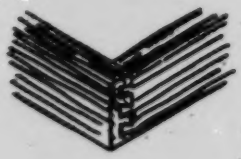
A. Mortise-and-tenon
B. Rabbet
C. Double doweling
D. Corner block
E. Dovetail

JOINTS

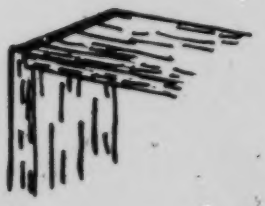
_____ 21.



_____ 22.

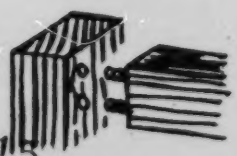


_____ 23.



_____ 24.

_____ 25.



CLOTHING CHOICES

Post-Text

Complete the story from the word list.

1. A person should take inventor of clothing on hand and alter and clean what is wearable before making new purchases.

2. A clothing label must tell how to care for a garment.

3. In order for a garment to hang properly it must be cut on the straight grain.

4. If budget is limited it is best not to spend money on fashionable or fad items to make your wardrobe seem up-to-date.

Match the type of store that best matches the description.

5. A factory outlet usually sells seconds and irregulars, offer few services and sell strictly for cash.

6. Discount department stores often carry a great deal of merchandise under the store name, have narrow range of quality and price, employ limited staff, have check-out counters.

7. Variety stores sell a wide selection of everyday items in the low to medium price range.

8. Mail order stores sell a wide range of merchandise from the store and by mail order, often located in large shopping centers.

9. Thrift and consignment stores sell donated items and other items usually for charity, most staff is volunteer.

10. Traditional department stores display merchandise attractively, sell wide range of items and brand name merchandise.

11. Boutiques appeal mainly to young people, often sell unique or unusual items.

12. Specialty shops sell certain kinds of clothing for men or women, choice and quality vary from store to store.

(Word list for 1-12)

Inventory	Label
Fashionable	Straight
Traditional department stores	Specialty shops
Variety stores	Mail order stores
Discount department stores	Factory outlets
Thrift and consignment stores	Boutiques

MULTIPLE CHOICE

Write the letter of the best answer to each question.

A 13. All of the following measurements are used in buying men's slacks except:
A. Hips B. Waist C. Inseam

C 14. Dacron is a trade name for the fiber:
A. Nylon B. Cotton C. Polyester D. Acetate

B 15. The least durable type of weave is:
A. Twill B. Plain C. Satin D. Basket

D 16. Finishes are used in fabrics for all of the following, except to:
A. Prevent moth damage B. Resist stains
C. Reduce shrinkage D. Reduce detergent damage

B 17. All of the following are common categories for women's clothing sizes except:
A. Junior Petite B. Teenagers C. Misses
D. Tall

Source: Adapted from Craig, Thresholds to Adult Living.

TRANSPORTATION

Record your feelings on the lines provided by writing Agree, Disagree, or Undecided for each statement.

1. An automobile is a necessity for the modern consumer. _____
2. The cheapest way to travel is always by car. _____
3. Widespread ownership of automobiles presents social problems in many communities. _____
4. The most powerful car is, in the long run, the best car for most consumers. _____
5. Advance planning for an automobile purchase is mostly a waste of time; consumers actually have very little choice as to what they may buy. _____
6. A consumer who cannot pay cash for a car should not buy one. _____
7. The small-car buyer will need more optional equipment than the buyer of a larger auto. _____
8. Results of road tests reported by various magazines are of real value to the consumer. _____
9. Dealer reputation is usually more important than the price of a car. _____
10. Miles-per-gallon ratings published by the Environmental Protection Agency are more reliable than the experiences of automobile sales people. _____
11. New cars are often sold for less than the "sticker price." _____
12. The used-car buyer always "buys somebody else's problem." _____
13. Warranties are always one of the most important points for consumers to consider before buying a used car. _____
14. The consumer should always test drive a used car before deciding to buy it. _____
15. Public transportation is for poor people only. _____

UNIT

Managing Parenting Decisions

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Managing Parenting Decisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
1. Given a list of five factors which should be considered by a couple when making decisions about parenthood, the learner will describe each in detail and defend its importance in responsible parenthood.	1.1 Describe responsible parenthood. 1.2 Explain what is meant by a birthright. 1.3 Describe the purpose of planned parenthood.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.1a Read selected references on responsible parenthood.	Gorden and Wollin. Parenting: a guide for young people, pp. 21-27. Westlake, Relationships, rev. ed., pp. 343-349. Pampers. Discussion starter cards on parenting responsibilities.
1.2a In an essay summarize what you believe to be every baby's birthright. Compare "rights" with classmates. Supplement: Understanding Parenthood.	Appendix: Supplement: 1 **Transparency:** Parenthood - Are you ready?
e	
1.2b Investigate the statistics on: (a) teenage marriages (b) premarital pregnancy (c) divorce Make a note of any trends that have developed in recent years.	FHA: Healthy babies - chance or choice. McCalls Magazine. July 1978. Right now; the teenage pregnancy epidemic.
1.3a Construct a collage or mobile which illustrates all factors to be considered in the decision to have or not to have children.	Family Planning Program, Office of Health Affairs, Office of Economic Opportunity. Why people plan pregnancy, OEO pamphlet 6130-8.
1.3b Complete the word puzzle on parenthood in the appendix.	Appendix: Supplement 2.
1.3c Interview several couples who: (a) decided to have no children (b) delayed having children for several years (c) had a child soon after marriage (d) have several children Report findings to class.	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Managing Parenting Decisions

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1.3d View selected filmstrips and identify personal and economic factors which lead many couples to consider family planning.	Filmstrip and record: Guidance Associates. Family planning today, Parts 1 and II. Filmstrip: McGraw-Hill. Infant care and development series: prenatal care and planning. Filmstrips and Records: Society for visual Education, Inc., Love and the facts of life series.
E Describe five factors to be considered when making decisions about parenthood.	
1.3c Create a "Profile of Parents" bulletin board, based on interviews with many different types of parents.	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
2. Given a list of effective methods of contraception, the learner will rank them in order of effectiveness and list advantages and disadvantages of each.	2.1 Describe all the types of contraceptives available today and discuss the effectiveness of each.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2.1a Read selected references on family planning and/or view filmstrips and films on family planning.	Smart and Smart. Families, pp. 349-367. Riker and Riker. Finding my way, pp. 168-186. Family Planning Program, Office of Health Affairs, Office of Economic Opportunity. How people plan pregnancy, OEO Pamphlet 6130-7. Pamphlet: New Readers Press, Planning your family. Better Homes and Gardens. Family medical guide, pp. 343-347, 376-377, 914, 923, 994, 1034, 1054. Filmstrips and tapes: Health series: pregnancy prevention, Part I, Part II. Film: Hope is not a method. Film: Love carefully. Pamphlets from local health department family planning nurse.
2.1b Respond with questions to a discussion of contraceptive techniques and planned parenthood by a gynecologist, medical doctor, or family planning director.	Resource Person: gynecologist, medical doctor, or family planning director.

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
3. Given the information gained from participating in the study of pregnancy symptoms and various tests for pregnancy, the learner will list the common symptoms of pregnancy and discuss the reliability of the various pregnancy tests.	3.1 List common symptoms of pregnancy.
	3.2 List and describe the different types of pregnancy tests.
4. After researching the health needs of the expectant mother, the learner will write a 350-500 word essay describing the relationship of prenatal care to the health of the mother and the unborn child.	4.1 List health considerations for the expectant mother.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
3.1a	Read selected references on the symptoms of pregnancy.	The American National Red Cross. Mother and baby care, Instructor's Guide, pp. 16-17. Westlake, Relationships, rev. ed., pp. 361-371. Guttmacher, Pregnancy birth and family planning, pp. 42-48. Better Homes and Gardens Family medical guide, pp. 358-360. DHEW. Prenatal care, pp. 1-2.
3.2a	Read selected references on different types of pregnancy tests.	Guttmacher, Pregnancy, birth, and family planning, pp. 42-48. Better Homes and Gardens. Family medical guide, pp. 357-358.
4.1a	Read selected references and list health considerations for the expectant mother.	Pamphlet: Pampers. Care for two: baby and you. Pamphlets: The National Foundation-March of Dimes. Be good to your baby before it is born. Good food for the health of the mother and baby during pregnancy. The National Foundation-March of Dimes. PEP Kit. Guttmacher. Pregnancy, birth and family planning, pp. 125-133. Better Homes and Gardens. Family medical guide, pp. 361-366. Filmstrip: Care for two: baby and you.
4.1b	Report to class your findings concerning the following during the prenatal period: diet, activities and exercise, rest and relaxation, clothing, dental care, personal hygiene, care of breasts and marital relations.	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
	4.2 Identify the responsibilities of an expectant mother to her child.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	Filmstrip: Inside my mom. Film: The unfinished child.
4.2a Read references on factors that complicate pregnancy.	Craig, Thresholds to adult living. pp. 254-258.
4.2b Invite an obstetrician to discuss with the class the short-term and long-term effects of: 1. Taking drugs before and during pregnancy. 2. Drinking alcohol before and during pregnancy. 3. Malnutrition in the mother. 4. Certain diseases of medical conditions in the mother. 5. Smoking excessively during pregnancy. 6. Bearing children late in life; for example, past 35 years of age.	Obstetrician.
4.2c Complete the test on Parenthood in the Appendix. Supplement: 3.	Craig, Thresholds to adult living. Resource Guide. pp. 92-93. Supplement: 3.

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
5. Given a list of adjustments that a couple must make to an impending pregnancy, the learner will discuss possible ways the couple can deal with making the adjustments.	5.1 Analyze the effect of pregnancy on the parents' relationship and the adjustments the couple must make.

LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5.1a Invite a couple and the two mothers-in-law to discuss with the class changing relationships which are caused by pregnancy.	Couple who is expecting a baby and the mothers-in-law.
5.1b Read selected references and discuss the effects the impending pregnancy has on the marital relationship and the adjustments the couple must make.	Gordon and Wollin. Parenting: a guide for young people, pp. 42-51, pp. 58-68. Westlake, Relationships, rev. ed., pp. 367-369. Tape: National Foundation-March of Dimes. Being a parent series: What you should know about pregnancy.

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
6. Given a simulated situation in which a couple is expecting the first child, the learner will identify the maternal and infant needs and write a budget to cover the costs.	6.1 Itemize the cost of maternity and pediatric care in the community.
	6.2 Identify the basic equipment needed for a baby and indicate cost for each item.
	6.3 Identify the basic clothing needs of the mother during pregnancy and estimate cost.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
6.1a	Invite a pediatrician and obstetrician or health department doctor to discuss essential services and their cost.	Pediatrician, obstetrician, and public health department doctor.
6.1b	Visit a hospital or clinic to obtain information about services and costs.	Local medical facilities.
6.1c	Investigate health services in the community that provide services for little or no cost.	Local health department.
6.2a	Read resources to identify equipment and supplies needed for a baby.	Bulletins: Children's Bureau, Department of HEW Infant care, your child from 1-6, and Equipment for young children.
6.2b	Visit local retail stores to collect information on the availability and cost of equipment and supplies needed for the baby.	Local retail stores.
6.3a	Invite an expectant mother or new mother to class to discuss the importance of suitable clothing during pregnancy.	Expectant or new mother.
6.3b	Compare cost of a basic maternity wardrobe at several different stores.	Local stores. Mail-order catalog.
E	Prepare a budget to cover cost of infant and maternal needs.	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
7. Given a hypothetical couple who are childless, the learner will list and discuss the alternatives they have for becoming parents.	7.1 Relate causes of childlessness to the reproductive organs and process. 7.2 Analyze alternatives to involuntary childlessness.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
7.1a	Read resources on childlessness due to problems with reproductive organs.	Westlake, Relationships, rev. ed., pp. 350-359.
7.1b	Study anatomy charts of reproductive organs of both male and female. Relate possible causes of childlessness to organs involved and to the reproductive process.	Biology texts. Transparencies: Human sexuality. The way we are.
7.2a	Interview foster parents about their feelings on foster parenthood as a substitute for natural parenthood in order to fulfill or satisfy the basic needs for mothering or fathering.	Foster parents.
7.2b	Interview parents who adopted one child, parents who have adopted more than one child, a single parent who has adopted, adolescents who have been adopted, and an adoption caseworker. Prepare in advance the questions to be asked in the interviews: 1. What attributes seem to be most closely related to success as an adoptive parent? 2. Rank in order the five most important qualities in assessing potential adoptive parents; explain rationale for selections. 3. What are the special merits and disadvantages of a single person adopting a child? 4. What knowledge about the prospective adopted child is most valued?	Parents, adopted adolescents, and a caseworker for Department of Social Services. Student and teacher made questions.
7.2c	Invite a panel of step-parents and step-children to discuss this unique relationship as an alternative to childlessness.	Panel of step-parents and step-children.

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Preparation for Parenthood

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
8. After researching current materials on single parent adoption, the learner will write a short report on the problems involved in attempting a single parent adoption.	8.1 State arguments for and against single parent adoptions.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
8.1a	Research resources at the local library that deal with the single parent adoptions.	Local public library.
8.1b	In a single, one-line response, state why single individuals should be allowed to adopt or should not be allowed to adopt.	
8.1c	Discuss factors which are responsible for an increase in the number of one-parent families.	Craig, Thresholds to adult living. p. 261.
8.1d	Work in small groups to identify major problems for one-parent families.	
8.1e	Discuss the problems of the single mother - unwed, divorced, wodowed and adoptive.	
8.1f	Discuss the problems of the single father.	
	Write a report on the problems involved in attempting single parent adoptions.	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Children in the Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
9. Given a simulated situation in which a couple has become parents for the first time, the learner will list and discuss the adjustments the couple must make in assuming parental roles.	9.1 List adjustments in life style resulting from the birth of the first child.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
9.1a	Read resources and list adjustments that a couple will need to make in their life style when the first child is born.	Landis, Your marriage and family living, pp. 316-318, 328-339. Tapes: Dr. Lee Salk, Being a parent: The other parent, What you should know about a newborn, and What having a newborn means to you.
9.1b	Identify the many roles that parents must play to meet the needs of their children.	Hurlock, Child Growth and development, fifth ed., pp. 34-37.
9.1c	Listen to a nurse speak about the schedules and activities of newborns and the concerns of new parents.	Nurse from the Well-Baby Clinic at the local health department.
9.1d	Observe a demonstration on bathing and feeding techniques.	Mother and/or father of a young baby.
9.1e	Complete activity in the appendix on newborns.	Supplement: 7 Ryder, Contemporary living.

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Children in the Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
10. Given a list of developmental tasks, the learner will identify each as being either physical, intellectual, emotional, or social and determine the approximate age at which a child can be expected to perform each task.	10.1 Comprehend development as a continuum and as a continuous process rather than as a series of absolutes.
	11.1 Contrast the authoritative pattern and the democratic training pattern.

	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
10.1a	Read resource to define the types of development and to gain an understanding of how children grow and develop.	Ryder, Contemporary living, pp. 267-289.
10.1b	Divide into four groups and each group prepare a bulletin board display on one of the types of development.	Supplements: 8, 9, 10.
10.2a	Observe a specific child in a nursery school setting and categorize his/her actions as they relate to physical, intellectual, emotional, and social development.	Nursery school and a form to record observations.
10.3a	Complete exercises on stages of social, intellectual and physical development. Exercise in appendix. Supplements: 8, 9, 10.	
11.1a	Define discipline as a means of providing guidance to young children.	Landis, Your marriage and family living. fourth ed., pp. 346-369. Westlake, Relationships, pp. 419-427.
11.1b	Discuss appropriate hints for child training listed on page 349 in Your Marriage and Family Living.	Landis, Your marriage and family living, fourth ed., p. 349.
11.1c	Discuss the child-centered versus the parent-centered family.	
11.1d	Debate the use of authoritative patterns versus the use of democratic training patterns.	
11.1e	Compare your beliefs with class members concerning child guidance to show possible problems between parents in relation to child guidance decisions.	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Children in the Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
11.1f	On a list of situations provided by the teacher, analyze each situation and suggest a plan for action. e	List of situations needing guidance.

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Children in the Family

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
12. Given a list of ten disabilities among children, the learner will describe each, state problems for the child and parents, and discuss ways the parents can help the child in each case to manage his/her life well in spite of the disability.	12.1 Describe the disabilities that are common among children. 12.2 Demonstrate awareness of what parents can do to help children with disabilities adjust to problems associated with their disabilities.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
12.1a	Read resources to identify and describe disabilities that are common among children.	Ames, Child care and development, revised ed., pp. 435-453.
12.2a	Invite parents of disabled children to discuss with the class the kinds of problems they and their children have faced and how they have been able to cope.	
12.2b	Research community resources that provide help for families with disabled children to find out just how much help is available and how one goes about securing such help. Report findings to class.	Community agencies that provide aid to handicapped children.
12.2c	Read references on parenting techniques for children with disabilities and share with the class.	Public library and/or books borrowed from the Director of programs for the Handicapped in The Public School System. Hawthorne, Raising the exceptional child.
E	Describe ten of the following disabilities and identify problems for child and parents. Point out ways parents can help the child manage well in spite of the handicapping condition. Down's syndrome Cerebral palsy Hearing loss Visual disabilities Speech disorders Hyperactivity Learning disabilities Dyslexia Perceptual-motor problems Mental retardation Autism Social maladjustment Emotional disturbances	

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Parent-Child Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
13. Given varied case studies of child abuse, the learner will identify the kind of abuse, factors leading to the instance of abuse, and sources of help for both the abused child and abusing parent in each case.	13.1 List and define the various kinds of child abuse and neglect and identify who is most likely to be abused, who is most likely to be an abuser, and sources of help for the abused and the abuser.

	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
13.1a	Read resource materials on child abuse and neglect to identify what constitutes abuse and neglect and to become aware of signs that indicate that a child is a victim of abuse and/or neglect.	Segal, A child's journey. pp. 170-202. Ames, Child care and development, revised ed., pp. 357-360. Smart and Smart, Families, pp. 255-256.
13.1b	Invite the Director of Family Court Services and/or a caseworker from DSS to speak to the class about the problem of child abuse in our society and types of family situations that tend to contribute to the abuse and neglect of children.	Director of Family Court Services. Caseworker from DSS.
13.1c	View films on child abuse and discuss the factors contributing to abuse in each case.	Various films secured through the Mental Health Center and Director of Family Court Services.
13.1d	Discuss case studies of child abuse and neglect. Answer the following questions: What seems to be the major cause of child abuse? What support systems in the community can help families avoid situations that might result in abuse? What responsibility does an individual citizen have toward abused and/or neglected children.	Newspaper accounts of child abuse cases. Bulletin Board: Signs of Abuse and Neglect. Supplement: 11
E	Identify kinds of abuse on a teacher developed test.	Supplement: 12
13.1e	Respond to the child-rearing role questionnaire in the appendix.	Supplement: 13

UNIT: Managing Parenting Decisions

COMPETENCY: II - IV. The student will understand the rights and responsibilities of parents and children as influencing factors in managing parenthood.

Sub-Unit: Parent-Child Relationships

PERFORMANCE OBJECTIVES	PERFORMANCE GUIDES
14. Given several areas of conflict between parents and teenagers, the learner will defend the points of view of both parent and child and then recommend strategies for resolving the conflict in each case.	14.1 List common areas of conflict between parents and teenagers. 14.2 Demonstrate use of problem-solving strategies for resolving conflicts between parents and teenagers.

LEARNING EXPERIENCES		INSTRUCTIONAL RESOURCES
14.1a	Read resources to identify the common social issues of conflict between parents and teenagers.	Schowalter and Anyan, The family handbook of adolescence, pp. 39-104. Riker and Riker, Me, understanding myself and others, pp. 87-109.
14.2a	Identify and discuss the factors affecting rebellion in adolescents.	Schowalter and Anyan, The family handbook of adolescence, pp. 105-118.
14.2b	Share with classmates some instances of rebellion on your part and how you and your parents resolved the conflict.	
14.2c	Role play some situations involving conflict between parents and teenagers. Plan strategies for resolving the conflict in each situation.	

UNDERSTANDING PARENTHOOD

Discussion Questions

Planning Parenthood

1. What are the reasons for planning for children?

2. What are the factors to be considered in reaching family planning decisions?

3. What decisions should a couple make before deciding to have children?

4. Albert and Pam are feeling bored with each other and their life together. They think having a baby would be the solution to their problems. What do you think?

5. What responsibilities do parents have toward children today?

6. Why is planning for children important in privileged countries?

Birthright

1. What is the golden birthright?
   Healthy start: chance to have a normal physical, emotional, intellectual, social growth; caring parents; emotionally matured parents; basic survival needs provided for.

2. What is the most crucial and important time in the life of a baby?

3. When should a married couple start considering their child's birthright?

4. What practical things can a couple do to help ensure a healthy, happy baby?

5. How does pregnancy affect the marriage relationship?

6. What are some of the duties of the father-to-be?

Vocational Education Media Center, Clemson University, Clemson, S. C. 29631, and
Office of Vocational Education, State Department of Education, Columbia, S. C. 29201

Unit: Managing Parenthood

Parenthood--Are You Ready?

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Concept: Preparation for the Future. Use with Family Life Education Curriculum Guide, pp. 80-83.

Transparency No. 33

PARENTHOOD

WORD PUZZLE

Directions: To solve the puzzle, read each clue carefully. Then think of a word or words which fit the definition and have the same number of spaces as the corresponding line in the puzzle. The letter given in the puzzle must come in the position indicated. Write your answer in the line, putting one letter in each space.

1. P _ _ _ _ _
2. _ _ _ _ _ A _ _ _ _ _ _ _ _ _
3. _ _ _ _ R _ _ _ _ _ _
4. _ _ _ E _ _ _ _
5. _ _ _ _ N _ _ _ _
6. _ _ _ _ T _ _
7. _ _ _ _ _ H _ _ _ _
8. _ _ O _ _
9. O _ _ _ _ _ _ _ _ _
10. _ D _ _ _ _ _ _

CLUES

1. The mother or father of a child.
2. Chemical or mechanical means of preventing pregnancy.
3. The inability to conveive children.
4. A type of family whose members are from several generations.
5. A description of mentally retarded people who can be taught to perform simple tasks but require constant supervision.
6. A type of counseling for prospective parents who may pass on hereditary diseases to their children.
7. A hereditary disease found in males in which the blood will not clot properly.
8. A couple who cannot have children of their own may decide to to this.
9. A type of family consisting of an adult with a child or children.
10. Mentally retarded people who can be taught simple skills and become relatively self-sufficient.

Source: Craig, Thresholds to Adult Living

PARENTHOOD

TRUE-FALSE QUESTIONS

For each statement given, circlt T if the answer is true and F if it is false.

T F 1. Parents must weigh the time required for housekeeping chores and gainful employment before taking on too many community responsibilities.

T F 2. In the past our society has expected a couple to have children soon after marriage.

T F 3. Tranquilizers, "pep pills," and pain killers that a pregnant mother takes usually do not affect her unborn child.

T F 4. Women who have diabetes can expect to have normal children if they have proper prenatal care.

T F 5. It is the mother's responsibility to feed and care for children.

T F 6. There is little public disagreement over the question of abortion.

T F 7. An infant can create serious problems when parents are emotionally or financially unprepared for parenthood.

T F 8. A single career woman or man can now adopt a child or children.

T F 9. Many mothers prefer not to work outside the home until children are in school.

T F 10. Parents should blame themselves when children do not turn out to be law-abiding citizens.

MATCHING QUESTIONS

Find the name for each disease described. Write the letter of the name in the space next to its description.

	DESCRIPTIONS	DISEASES
____ 11.	This genetic disease makes the body unable to utilize fatty substances and leads to the destruction of brain cells and premature death.	A. Heroin addiction B. Tay-Sacks disease C. Rubella or German measles D. Down's syndrome E. Rh factor F. Sickle-Cell anemia G. Retinitis pigmentosa

____ 12. A blood condition a woman may have that will not affect the first pregnancy, but will affect later pregnancies.

____ 13. The baby of a mother with this condition will experience withdrawal symptoms after birth.

____ 14. A genetic disease causing a gradual decline in sight, and eventually blindness.

____ 15. Infants born with this condition have recognizable facial characteristics and mental retardation.

FILL IN THE BLANK QUESTIONS

Read each statement carefully. Decide which word or words fit into the blank and write them in the space to the left of the statement.

_____ 16. A family with two parents and children all living together is referred to as a(n) (16) .

_____ 17. A permanent method of birth control is called (17).

_____ 18. Mentally retarded children who are able to be trained for jobs and fairly independent lives are described as (18) .

_____ 19. To voluntarily and legally take another person's child and raise it as your own is called(19) .

_____ 20. A child with some physical, emotional, or mental problems which prevents normal development is described as (20) .

_____ 21. A family in which people of more than one generation live together is called a(n)(21) .

_____ 22. Professional advice to help couples assess the probability that they will have defective children is called (22) .

_____ 23. Devices used to keep from conveiving children are called (23) .

_____ 24. A family with a single adult is called a(n)(24) .

_____ 25. Diseases passed from generation to generation are referred to as(25) .

KEY

1. T	8. T	15. D	22. genetic counseling
2. T	9. T	16. nuclear family	23. contraceptives
3. F	10. F	17. sterilization	24. one-parent family
4. T	11. B	18. educable	25. hereditary
5. F	12. E	19. adoption	
6. F	13. A	20. handicapped	
7. T	14. G	21. extended family	

Source: Craig, Thresholds To Adult Living

CHOOSING PARENTHOOD

1. Ruth is a buyer for her firm. She has received several promotions and feels that her career is very important. She says, "I know lots of people combine a job and a family but I don't think I would be good at it. Besides, with my job, I travel a lot. Jeff is very involved in his job too so he understands and agrees that our marriage is just for the two of us."

2. Joan was the oldest girl in a family of nine. She says, "I had to spend a lot of my free time when I was growing up taking care of my younger brothers and sisters. I have already changed enough diapers and scolded enough naughty kids to last me for a lifetime. I decided a long time ago that I wasn't going to have kids and my husband knew this before we were married."

3. Janice was an only child who lived in a neighborhood with mostly elderly people. She said, "I never had anyone to play with when I was growing up. The only people around seemed like extra grandparents to me. I would have been happy to have had someone five or ten years older or younger to play with. I remember how lonesome I was. That's why I want to have at least two children.

4. Harry and Gladys have always planned to have a family. They have just discovered that Harry's family has a hereditary degenerative nerve disease. He is fine but there is a 50 percent chance that their children might have the disease. They decide to go ahead and have a child.

5. Richard works for a research company and has just been offered a grant which is what he has wanted for a long time. If he takes this grant, he will be going to a primitive country. He and Susan have been married for 10 years and are in their late 30's. Susan would like to have a baby before it is too late. She has a good job but can get a leave of absence to go with him. They decide not to have a child because of inadequate medical facilities where they are going. They do not want to be separated for this time period.

6. Hank and Sally are in their early 20's. They have been married for three years. They both want children very much but have just discovered that Sally has a genetic trait which would probably produce a mentally retarded child. The chances of a normal child are one in four. They decide to try to adopt a child.

7. Joe and Mary have been married two years. Joe is in the armed services and so does not have an extremely large salary. He does, however, have free medical benefits. Joe may be transferred soon. They are both in their 20's, so they feel it would be best to wait to have children until he has left the service and has a higher income and less moving around.

PARENTING ROLES

Directions: Read each case study and discuss:

1. What parenting roles are portrayed?
2. Who is parenting?
3. Suggest other parenting roles that are not portrayed.

Sandra

Sandra is 12 years old. Her mother and father were recently divorced. She is living with her mother in an apartment and visits her dad every other weekend. June, her mother, is presently in school to become a beautician. June is very attractive and dates frequently. She seldom spends much time with Sandra because she is tired after she has "been on her feet all day." Sandra spends many afternoons after school with a retired couple, Ted and Alice White. The Whites enjoy Sandra's company. Sandra runs errands for them as well as helping with chores around their home.

Juanita and Kay

Bert Lewis is a disabled coal miner confined to a wheel chair due to an accident in the mines several years ago. His wife, Ann, works at the local grocery store to supplement Bert's disability check. The children, Juanita and Kay, attend school in the small town a few miles away. Mr. Lewis fixes their lunch and helps them get ready to catch the school bus. Sixteen-year-old Betty King walks with them to the bus stop. She oversees the Lewis girls' activities to and from school.

Henry

Miss Johnson teaches first grade. Half of the children in her room cried the first week of school. She offered them some comfort, but was firm that there were limits. During the winter, the last half hour of the school day was spent helping with boots, buttons, scarves, and hats. Henry in particular has had several problems. He has wet his pants several times and will not participate in activities with other pupils. Miss Johnson has met with his parents on three occasions to discuss some plan of action with them for Henry.

Eddie, Barry, Sue, and Jim

Jim and Ellen Jones have been married two years. This is the second marriage for both. Stan has custody of his three boys, Eddie, Barry, and Kenneth. Kenneth maintains his own apartment. Stan also has a daughter, Jill, who lives with her mother, Stan's first wife. Since their mom lives far away, Stan's boys usually only see her during the summer vacation for four to six weeks.

Ellen has custody of both of her children by a previous marriage. Sue and Jim are twins and remain very close. Their father contacts them two or three times a week and is generally available to them for help.

ROLE PLAYS OR PARENTING

Divide into groups of three to five students and role play the following situations:

1. Beverly is 10 years old. Her parents are very active in their work and they both have had very promising jobs. Beverly's mother has worked from the time Beverly was six months old. Her grandparents have cared for her since that time and she often spends nights and weekends with them when her parents work overtime or go out of town.

2. Janet's husband died three years ago leaving her with three children; Pam, Michael, and David. She must work to help support them and leaves the two youngest with a neighbor until her oldes, Pam, gets home from school. Pam looks after Michael and David until her mother gets home from work. Pam often starts dinner.

3. Betty Cooper has been a volunteer at the Recreation and Day Care Center for almost six years. She worked here when Jamie's older brother started coming when he was 5 years old. Now Jamie, age 7, comes full time during the school vacation. His parents work nights and sleep during the day so they send the boys to the center every morning and takes responsibility for seeing them safely home.

4. Jim's wife has been ill now for almost a month. Someone must be with her at all times and Jim hired a private nurse to live in and care for her. The nurse sees to getting their two children off to school each morning before she begins her nursing duties. She also takes responsibility for them after school until Jim arrives home to take over. Sometimes the neighbors take the children out for the evening in order to help out and allow the nurse time off.

NEWBORNS

Write descriptive phrases at each point on the following diagram to indicate how babies look at birth.

chest_____
shoulders_____
body proportions_____
hair_____
skin_____
shape of head_____
neck_____
cheeks_____
nose_____
chin_____
eyebrows_____
eyelashes_____
eye color_____

abdomen_____
arms and legs_____
hands and feet_____
bones_____
muscles_____

average weight_____ average length_____

Babies are born with several reflexes. Match each reflex with the correct description.

1. Tonic neck reflex.	a. Newborns close their hands tightly when their palms are touched.
2. Rooting reflex.	b. Newborns extend their toes when the soles of their feet are touched.
3. Grasp reflex.	c. When newborns are touched on one of their cheeks, they turn their heads in that direction and open their mouths.
4. Startle reflex.	d. When newborns are tapped on their abdomens or when their support is suddenly removed, they spread their arms and legs apart and then bring them together again in a bow.
5. Babinski reflex.	e. When babies lie on their backs, they turn their heads to one side. If they turn to the right, their right hands go out, and their left arms go up.

Source: Ryder, Contemporary Living

STAGES OF PHYSICAL DEVELOPMENT

Read the list of physical traits. Determine at what age an average baby would first exhibit each trait. Put the number of each trait where it belongs in the chart at the right.

1. Can grasp a cup by its handle.
2. Can walk on tiptoes.
3. Uses small scissors (with difficulty).
4. Tear ducts are not refined, so baby cries no tears.
5. Can roll over from stomach to back or from back to stomach.
6. Can kick a ball.
7. Notices hand and may follow movement of own hand.
8. Enjoys throwing things.
9. Can jump.
10. Can tie shoelaces and fasten buttons.
11. May go up and down stairs by alternating feet.
12. First tooth appears.
13. Can roll from side to back.
14. Likes to push and pull toys.
15. Gets dressed with little help.
16. Shows eagerness to touch anything and moves body to try to reach for things.
17. Likes to creep and crawl when placed on floor.
18. Intrigued by lifting; tries to lift anything that moves.
19. Displays definite right or left handedness when playing with ball, writing, etc.
20. May walk independently; varies with each child.

Birth to Three Months (4, 14)
Three to Six Months (7, 16)
Six to Nine Months (5, 12, 17)
Nine to Twelve Months (1, 20)
Twelve to Eighteen Months (8, 14)
Eighteen to Twenty-four Months (9)
The Two-Year-Old (6, 11)
The Three-Year-Old (2, 15)
The Four-Year-Old (3)
The Five-Year-Old (10, 19)

STAGES OF SOCIAL DEVELOPMENT

Read the list of social traits. Determine at what age an average baby would first exhibit each trait. Put the number of each trait where it belongs in the chart at the right.

1. Loves being "chased" by siblings.
2. Wants to be independent.
3. Cooperative play begins.
4. Parallel play begins.
5. "Stranger anxiety" exhibited; attachment to familiar person and fear of strangers.
6. May be easily frustrated when someone says "no."
7. Interest centers on parents.
8. Smiles at familiar people.
9. Loves an audience.
10. May choose special friends for the first time.
11. Does not like to share toys.
12. Very sensitive about being watched.
13. Can be "silly" with friends.
14. Becomes a "grabber" and will try to snatch desired objects.
15. May pick up "dirty" words and enjoy shocking a parent by saying them.
16. Likes to show off.
17. Likes to run from adult in a chasing game.
18. Child expends continual energy in socializing and then suddenly tires.
19. Enjoys a playful peckaboo game.
20. Gurgles and coos spontaneously.

Birth to Three Months (7, 20)
Three to Six Months (8, 19)
Six to Nine Months (5)
Nine to Twelve Months (1, 9, 16)
Twelve to Eighteen Months (6, 17)
Eighteen to Twenty-four Months (2, 4, 18)
The Two-Year-Old (11, 4)
The Three-Year-Old (3, 12)
The Four-Year-Old (15)
The Five-Year-Old (10, 13)

Key: Answers in parentheses
Source: Ryder, Contemporary Living

STAGES OF INTELLECTUAL DEVELOPMENT

Read the list of intellectual traits. Determine at what age an average baby would first exhibit each trait. Put the number of each trait where it belongs in the chart at the right.

1. Enjoys filling boxes with many items.
2. Crying is the only way to communicate with others.
3. Can create a story about a picture.
4. Can differentiate between "before" and "after."
5. Studies and plays with fingers and hands.
6. Recognizes own name.
7. Learns to distinguish fact from fantasy.
8. Can wave good-bye.
9. Laughs aloud in response to delight.
10. Likes to repeat words.
11. Likes to imitate and pretend: indicates ability to have a mental image of events.
12. Learns property rights - "This is Daddy's. This is mine."
13. Can name some colors.
14. Counts up to at least 20.
15. Asks questions such as, "Why?" What's this?"
16. Indicates recognition of person by cooing or becoming excited.
17. Hums and makes sing-song noises to music.
18. Can make simple drawing strokes with large crayon.
19. Knows own age.
20. Favorite words may be "all gone," "Thank you," "good boy" or "good girl."

Birth to Three Months (2, 16)
Three to Six Months (5, 9)
Six to Nine Months (6)
Nine to Twelve Months (1, 8)
Twelve to Eighteen Months (11, 17, 18)
Eighteen to Twenty-four Months (12, 20)
The Two-Year-Old (4)
The Three-Year-Old (10, 13, 15, 19)
The Four-Year-Old (7)
The Five-Year-Old (3, 14)

SIGNS OF ABUSE AND NEGLECT

ABUSE OR NEGLECT - WHICH IS IT?

Directions: Classify each of the following signs as being either of the following: A - abuse

B - neglect

____ 1. bruises

____ 2. unequal sibling treatment

____ 3. malnutrition

____ 4. fractures

____ 5. shooting

____ 6. exposure

____ 7. exposure to immoral conduct

____ 8. kicking

____ 9. inadequate medical care

____10. burns

____11. lack of concern

____12. biting

____13. lacerations

____14. failure to provide necessary clothing

____15. drug addiction during or after pregnancy

____ 16. using sexually

____ 17. dismemberment

____ 18. hemorrhage

____ 19. abandoning

____ 20. welts

CHILD-REARING ROLE QUESTIONNAIRE

Take this questionnaire home and discuss it with your parents. Decide which family members played these child-rearing roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are no right or wrong answers. This is simply a way for people to compare their role expectations.

M - Mother; F - Father; B - Both; N - Neither

Own Family						Future Family			
M	F	B	N	1.	Decide when to have a child.	M	F	B	N
M	F	B	N	2.	Decide how and where to have a child.	M	F	B	N
M	F	B	N	3.	Feed newborn baby.	M	F	B	N
M	F	B	N	4.	Change diapers.	M	F	B	N
M	F	B	N	5.	Do laundry for child(ren).	M	F	B	N
M	F	B	N	6.	Feed other baby.	M	F	B	N
M	F	B	N	7.	Put child(ren) to bed.	M	F	B	N
M	F	B	N	8.	Give child(ren) bath.	M	F	B	N
M	F	B	N	9.	Decide where child(ren) should go to school.	M	F	B	N
M	F	B	N	10.	Discipline child who is misbehaving.	M	F	B	N
M	F	B	N	11.	Establish behavior standards.	M	F	B	N
M	F	B	N	12.	Teach child to talk.	M	F	B	N
M	F	B	N	13.	Toilet train child.	M	F	B	N
M	F	B	N	14.	Purchase clothing for preschool child.	M	F	B	N
M	F	B	N	15.	Purchase clothing for elementary child.	M	F	B	N
M	F	B	N	16.	See that child(ren) are well nourished.	M	F	B	N
M	F	B	N	17.	Arrange for babysitting.	M	F	B	N
M	F	B	N	18.	Take children on outings.	M	F	B	N
M	F	B	N	19.	Make sure child does homework.	M	F	B	N

M	F	B	N	20.	Get to know child's friends.	M	F	B	N
M	F	B	N	21.	Participate in activities such as scouts.	M	F	B	N
M	F	B	N	22.	Explain about sex to a girl.	M	F	B	N
M	F	B	N	23.	Explain about sex to a boy.	M	F	B	N
M	F	B	N	24.	Arrange for lessons such as swimming, dancing, music, etc.	M	F	B	N
M	F	B	N	25.	Read bedtime stories.	M	F	B	N
M	F	B	N	26.	Establish child's household responsibilities.	M	F	B	N
M	F	B	N	27.	Establish allowance for child	M	F	B	N
M	F	B	N	28.	Give allowance to child.	M	F	B	N
M	F	B	N	29.	Read books about parent education.	M	F	B	N
M	F	B	N	30.	Attend parent education courses.	M	F	B	N
M	F	B	N	31.	Care for sick child.	M	F	B	N
M	F	B	N	32.	Get up if child needs someone in the middle of the night.	M	F	B	N
M	F	B	N	33.	Arrange for health care of the child.	M	F	B	N
M	F	B	N	34.	Set family rules.	M	F	B	N
M	F	B	N	35.	Evaluate when counseling might be needed.	M	F	B	N
M	F	B	N	36.	Attend parent/teacher conferences.	M	F	B	N
M	F	B	N	37.	Decide what to do when child gets in trouble.	M	F	B	N
M	F	B	N	38.	Teach child about religion.	M	F	B	N
M	F	B	N	39.	Provide for the support of the child.	M	F	B	N
M	F	B	N	40.	Supervise child's TV watching.	M	F	B	N

Source: Adapted by Sue Chelini.
Tips and Topics in Home Economics. No. 3,
1978, page 5.

Resources for Family Life Education

Semester Course

Level II

Books

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Oppenheim. Consumer skills. Peoria, Illinois: Charles A. Bennett Co., 1977.

Paolucci, Faiola, and Thompson. Personal perspectives, second ed. New York: Webster Division, McGraw-Hill Book Co., 1978.

Riker and Riker. Finding my way. Peoria, Illinois: Charles A. Bennett Co., Inc. 1979.

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Books

Riker and Riker. Me, understanding myself and others. Peoria, Illinois: Charles A. Bennett Co., Inc., 1977.

Ryder. Contemporary living. South Holland, Illinois: The Goodheart-Wilcox Company, Inc., 1979.

Sasse. Person to person. Peoria, Illinois: Charles A. Bennett Co., Inc., 1978.

Schowalter and Anyan. The family handbook of adolescence. New York: Alfred A. Knopf, Inc., 1979.

Segal. A child's journey. New York: McGraw-Hill Book Company, 1978.

Smart and Smart. Families developing relationships. New York: Macmillan Publishing Co., Inc., 1976.

Thal and Holcombe. Your family and its money, revised ed. Boston, Mass: Houghton Mifflin Co., 1973.

Vanderhoff. Clothes, clues, and careers. Lexington, Mass: Ginn and Company, 1977.

West[illegible]ships, a study in human behavior, revised ed. Lexington, Mass: Ginn and Company, 1980.

White. Food and your future. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Yura and Zuckerman. Raising the exceptional child. New York: Hawthorn Books, 1979.

Bulletins, Pamphlets, and Kits

Churchill and Churchill
Spirit Masters: Balancing Your Checkbook

FHA: Healthy Babies, Chance or Choice

IRS: Teaching Taxes Program
Your Federal Income Tax, publication no 17

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Bulletins, Pamphlets, and Kits

J. C. Penney Company, Inc., Educational Relations Department, 1301 Avenue of the Americas, New York, NY 10019
Kit: An Introduction to Value Clarification

National Foundation, March of Dimes, 1275 Mamaroneck Avenue, White Plains, New York 10605
Kit: Preparenthood Education Program
Pamphlets: Be Good to Your Baby Before It Is Born
Good Food for the Health of the Mother and Baby During Pregnancy

New Readers Press, Box 131, Syracuse, NY 13210
Pamphlet: Planning Your Family

Office of Economic Opportunity:
Pamphlet: Why People Plan Pregnancy, OEO pamphlet 6130-8
How People Plan Pregnancy, OEO phamphlet 6130-7

Rice
Spirit Masters: Consumer Education Word Games

Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pamphlets:
Equipment for Young Children
Infant Care
Prenatal Development
Your Child From 1-6

Films, Filmstrips, Tapes

DHEC, Bull Street, Columbia, SC
Films:
Love Carefully
Hope Is Not A Method

Guidance Associates, Harcourt, Brace and World, Pleasantville, NY 10570
Filmstrips:
Family Planning Today, Parts I and II
The Choice Is Yours, Parts I and II
Values for Teenagers, Parts I and II

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Films, Filmstrips, Tapes

McGraw-Hill Films, A Division of McGraw-Hill Book Company, 330 West 42nd Street, New York, NY 10036
Filmstrips:
Infant Care and Development Series:
Prenatal Care and Planning
The Family and the New Baby
A Baby's Day

National Foundation, March of Dimes, 1275 Mamaroneck Avenue, White Plains, NY 10605
Filmstrip and Record: Inside My Mom
Film: The Unfinished Child
Tapes:
Dr. Lee Salk. Being a Parent Series
What You Should Know About Pregnancy
The Other Parent
What You Should Know About a Newborn

Pampers, Professional Services Division of Proctor and Gamble, 5797 New Peachtree Road, Atlanta, Georgia 30340
Free-loan films:
The First Two Weeks of Life
The Parenting Experience

Pampers, Professional Services Division of Proctor and Gamble, 2150 Sunnybrook Drive, Cincinnati, Ohio 45237.
Filmstrip and Record: Care for Two, Baby and You

Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614
Filmstrips:
Love and the Facts of Life Series
Learning About Love and Sex, Part I
Having a Baby, Part II

Southern Furniture Manufacturers Association, P. O. Box 2436, High Point, NC 27261
Filmstrips and Tapes:
An Introduction to Furniture and Your Home Environment

Sunburst Communications, Pleasantville, NY 10570
Filmstrips and Tapes:
First Aid I and First Aid II, Newest Techniques